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# THE SCHOOL LEADER PARADIGM: FIELD TESTING FOR THE DEVELOPMENT OF PRINCIPALS ALONG A CONTINUUM OF IMPROVEMENT

TODD JOHN VILARDO

105 Pages

Aligned with contemporary research on developing effective school leaders, a consortium of state principals' associations established the School Leader Collaborative and developed the School Leader Paradigm (School Leader Collaborative, 2016) to help school leaders be intentional about their professional growth. This study used descriptive analysis to compare the School Leader Paradigm's competencies and attributes with the development of school principals' leadership at each of four phases of their careers: Aspiring, Launching, Building, and Mastering. A descriptive analysis of the full range of this study's data, identifying the attributes, competencies, and intelligences that school leaders at each phase of their development viewed as least important to most important is included. This study found that reputable school leaders identified (1) some attributes as important *throughout* the four phases of their careers, (2) some attributes as important at *particular phases* of their careers, and (3) an increased importance in Systems Intelligence at the Mastering Phase of their careers. This study's results can provide the School Leader Collaborative, state principals associations, principal preparation programs, superintendents, and school leaders themselves with insights to support the professional development of school leaders.

**KEYWORDS:** school leadership, principal development, School Leader Collaborative, School Leader Paradigm, multiple intelligences

THE SCHOOL LEADER PARADIGM: FIELD TESTING FOR THE DEVELOPMENT OF  
PRINCIPALS ALONG A CONTINUUM OF IMPROVEMENT

TODD JOHN VILARDO

A Dissertation Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

DOCTOR OF EDUCATION

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2020

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THE SCHOOL LEADER PARADIGM: FIELD TESTING FOR THE DEVELOPMENT OF  
PRINCIPALS ALONG A CONTINUUM OF IMPROVEMENT

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T. J. V.

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## CHAPTER I: INTRODUCTION AND RATIONALE FOR THE STUDY

From the time public schools were established in America in 1647, school principals, formerly referred to as selectmen, have served as designated leaders who are charged with ensuring school effectiveness (Pellicer, Allen, Tonnsen, & Surratt, 1981). Resulting from shifting social, cultural, economic and political forces, the principal's role has evolved from that of a "head teacher" with simple managerial duties to that of a "transformational leader" with complex leadership responsibilities (Hallinger, 1992; Matthews & Crow, 2003).

As the role of the school leader has evolved through the years, researchers have repeatedly found a positive correlation between school effectiveness and school leadership. One recognized authority on education reform, Michael Fullan (2002), asserts that "only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement" (p. 16). A study commissioned by the Wallace Foundation supports similar conclusions, reporting that "of all the factors that contribute to what students learn at school, present evidence led us to the conclusion that leadership is second in strength only to classroom instruction" (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 70). Similarly, Branch, Hanushek, and Rivkin (2012) found that effective principals contribute to student achievement. This growing research base "supports consistent calls for high quality school leadership including, for example, the U.S. Department of Education's (2010) statement that every school needs a 'great' principal as outlined in its *Blueprint for Reform*" (Miller, Goddard, Kim, Jacob, Goddard, & Schroeder, 2016, p. 533).

Accepting the impact that school leaders have on school effectiveness, researchers continue their attempts to pinpoint what it is that makes school leaders effective. In many studies, researchers identify various principal behaviors, traits, or practices in order to describe

their impact on a school's culture (Kelley, Thornton, & Daugherty, 2005; Waters, Marzano, & McNulty, 2004). Knoeppel and Rinehart (2008) identified principal characteristics (e.g., general academic and verbal ability, years of experience) as significant predictors of student achievement. Other studies found indirect relationships between school leaders and *school effectiveness*, reporting that school leadership may be the most important factor of effective *learning environments* (Cheng, 1994; Kelley et. al, 2005). Similarly, Bell, Bolam, and Cubillo (2003) “found evidence that school leaders can have some effect on student outcomes, albeit indirectly” (p. 2). One six-year study found an *indirect* link between leadership and student achievement, noting that leadership, instead, has *direct* effects on teacher motivation and workplace settings (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Similarly, Nettles and Harrington (2007) report a strong relationship between leadership and school culture. Additional research supports the notion that effective principals not only exhibit a mastery of basic leadership practices, but they also demonstrate an ability to behave differently “depending on the circumstances they are facing and the people with whom they are working” (Leithwood et al., 2004, p. 10).

### **Statement of the Problem**

Research supports an indirect nexus between school leadership and school success (Knoeppel & Rinehart, 2008; Nettles & Harrington, 2007; Leithwood et al., 2004; Louis & Wahlstrom, 2011; Waters et al., 2004). Admitting that no particular leadership style is most effective, effective principals behave differently depending on various contexts (Leithwood et al., 2004), often referred to in the literature as situational or contingency theories of leadership. While research supports the need for high quality school leadership and describes the practices of effective principals, there is little “research-based knowledge about how to develop such leaders”

(Miller et.al., 2016, p. 533). Although some emerging research reveals common themes among principal training programs, studies find either modest or no definitive evidence of program effectiveness (Miller et.al., 2016), leading to the need for additional research on principal professional development. There is, however, an emerging method of studying a developmental approach to school leadership (Normore, 2007; O’Connell, 2014). Anthony Normore (2007) found that “succession planning, recruitment, and socialization play significant roles in leadership development” (p. 33). Patricia O’Connell (2014) proposed a framework for the “development of intrapersonal and interpersonal leader capacities across the individual’s career” (p. 190). Nevertheless, a ProQuest search of dissertations revealed no studies about principal professional development along a *continuum*.

To better understand which behaviors school leaders most likely need to intentionally develop throughout their careers, this study utilized the School Leader Paradigm (2018) to answer research questions regarding the usefulness of the Paradigm and the extent to which reputable school leaders could retrospectively identify attributes that were important to their development at each of four phases of their careers: Aspiring, Launching, Building, and Mastering. The School Leader Paradigm was developed through the collective efforts of representatives from multiple state principals’ associations, identifying themselves as the School Leader Collaborative.

### **The School Leader Paradigm**

Recognizing that principals have a positive impact on schools, a consortium of six state principals’ associations from among five states established the School Leader Collaborative (the Collaborative) to enhance “the collective capacity of its partner associations by building a network of shared resources, innovative best practices, and research, which supports school

leaders throughout their careers” (The School Leader Collaborative, 2016, p. 7). Growing to include 10 associations by March of 2020, the Collaborative consists of the Illinois Principals Association, the Indiana Association of School Principals, the School Administrators of Iowa, the Minnesota Elementary School Principals’ Association, the Missouri Association of Elementary School Principals, the Missouri Association of Secondary School Principals, the New Jersey Principals and Supervisors Association, the Association of Washington School Principals, the Association of Wisconsin School Administrators, and the School Administrators Association of New York State. Dedicated to “supporting and sustaining the professional growth of school principals and their leadership teams” (The School Leader Collaborative, 2016, p. 7), the Collaborative used a research-based approach to identify which skills and expertise school leaders need to create places where both students and adults perform at high levels.

Acknowledging that school leaders need a system of preparation and continuous development to lead effectively, the Collaborative merged research from the fields of leadership and multiple intelligences to create the School Leader Paradigm (2016) to help school leaders “be intentional about their professional growth throughout their career” (School Leader Collaborative, 2016, p. 2).

Expanding its work in 2018 and subtitling its Paradigm “Becoming While Doing,” the Collaborative indicates that school leaders “should always be simultaneously improving their own leadership dispositions, or becoming, while doing the work of moving their learning organizations forward” (School Leader Collaborative, 2018, p. 5). The Paradigm’s conceptual framework consists of three interconnected “intelligences” that describe the personal, social, and systems aspects of school leadership. Each intelligence is further defined by four key competencies. For each competency, four basic attributes are identified as “behaviors

recognized as critical for school leaders to be successful” (School Leader Collaborative, 2016, p. 8; School Leader Collaborative, 2018, p. 14). Originally consisting of a four-phased leader development continuum, progressing from Aspiring (pre-service principals) to Launching (first and second year school leaders) to Building (school leaders in their third through fifth years) to Mastering (school leaders in their sixth year and beyond), the Collaborative maintains that “principals must be personally invested in developing their own leadership competencies and attributes” (2018, p. 3). To better visualize connections between the Paradigm’s intelligences, competencies, and attributes, the School Leader Collaborative provides an organizational framework, which is depicted in Figure 1.

### PERSONAL INTELLIGENCE

Wellness	Growth Mindset	Self-Management	Innovation
Ethical Fit/Healthy Optimistic Self-aware	Humble Reflective Intentional Accountable	Organized Balanced Self-controlled Self-confident	Creative Adaptive Resilient Courageous

### SOCIAL INTELLIGENCE

Service	Community Building	Capacity Building	Influence
Empathetic Trustworthy Generous Protective	Relational Collaborative Connective Conciliatory	Empowering Guiding Resourceful Facilitative	Attentive Communicative Motivational Catalytic

### SYSTEMS INTELLIGENCE

Mission/Vision Strategic Planning	Operations and Management	Teaching and Learning	Cultural Responsiveness
Analytic Strategic Articulate Visionary	Responsible Transformative Responsive Methodical	Diagnostic Knowledgeable Pedagogic Evaluative	Visible Affiliative Advocative Global

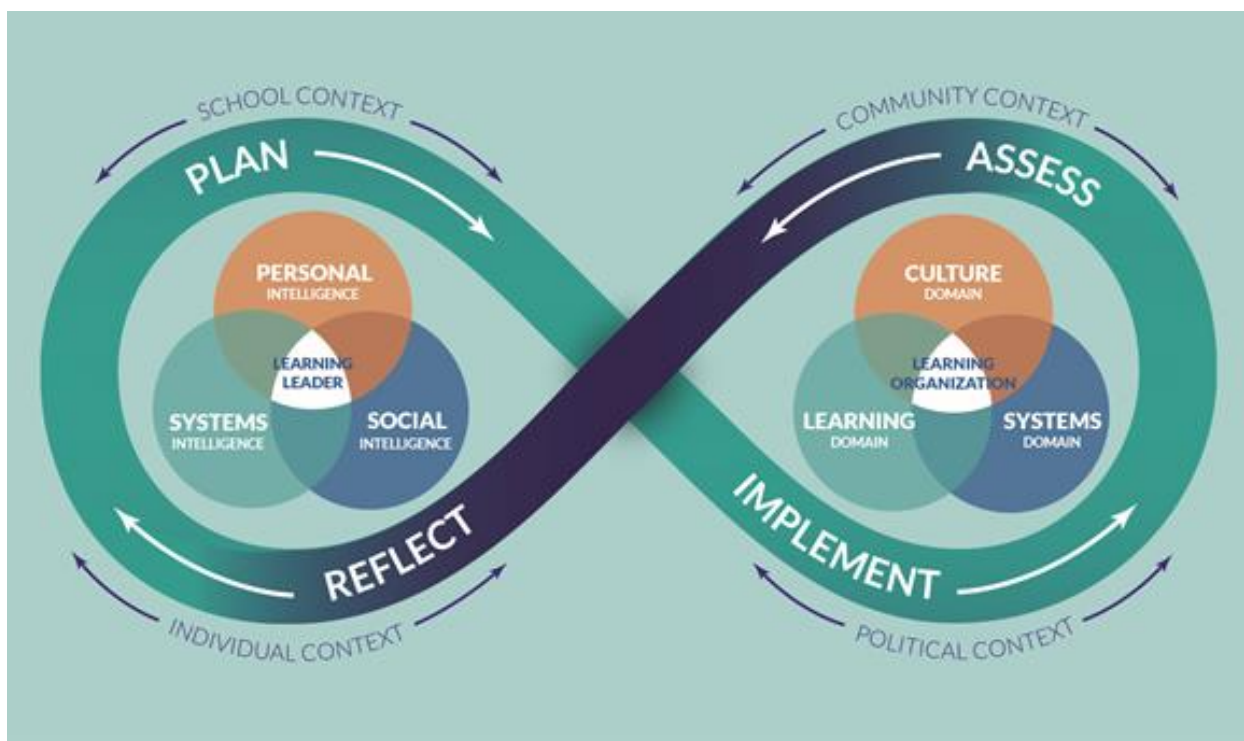
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*Figure 1.* Organizational framework of the School Leader Paradigm.

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The School Leader Collaborative further developed its School Leader Paradigm (2018) by adding three organizational “domains,” while maintaining its original framework around three personal ‘intelligences.’ While the Collaborative also provides a concept map depicting the additional domains (see Figure 2), this study focuses only on the attributes, competencies, and intelligences of the original Paradigm. To further clarify, while only the three intelligences appear in the revised Paradigm concept map, the revised Paradigm does retain the organizational framework of the intelligences, competencies, and attributes of the original Paradigm.



*Figure 2.* The School Leader Collaborative’s concept map. Copyright 2018 by School Leader Collaborative. Reprinted with permission.

The research basis upon which the Collaborative created the School Leader Paradigm includes “general” and “competency” works related to three areas of personal intelligence, social intelligence, and systems intelligence. Similar to Daniel Goleman’s works (1995, 2015) on “emotional intelligence,” the Paradigm utilizes the term “intelligence” to imply how school

leaders need to be intentional about their leadership growth. The Collaborative asserts that school leaders at each phase of their careers should focus on particular competencies to intentionally and continuously improve, grow, and develop. Accordingly, pre-service principals (Aspiring Phase) should give particular attention to the competencies associated with the personal and social intelligences, while first and second year school leaders (Launching Phase) should focus on establishing trust, developing relationships, building culture, setting expectations, and creating conditions for teaching and learning, which are associated with the social and systems intelligences. Following a continuum, the Collaborative suggests that school leaders in their third through fifth years (Building Phase) should work to sustain culture, expectations, and conditions for teaching and learning, as well as focus their efforts on institutionalizing systems to support their school's mission, vision, and strategic plan, which are all also associated with the social and systems intelligences. Finally, school leaders in their sixth year and beyond (Mastering Phase) should "stretch themselves with new understanding of school leadership's power to shape and transform a student-centered learning environment" (School Leader Collaborative, 2016, p. 6).

To summarize, the Collaborative claims that school leaders who are intentional about their professional growth and who reflect upon the competencies that define the intelligences will be effective at each phase of their careers. More about the Paradigm's research base will be detailed in Chapter Two.

Utilizing the work of the Collaborative, this study aimed to compare the School Leader Paradigm's competencies and attributes (among the three 'intelligences') with the development of school principals' leadership at each of four phases of their careers.

## **Research Questions**

The following two essential questions were used to focus and guide the study: (1) to what extent are themes revealed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as a school leader at different levels of experience? and (2) to what extent can the School Leader Paradigm be used as a means to characterize school leader career development over time?

## **Definition of Terms**

The following definitions are used in this study:

*School Leader Collaborative (the Collaborative)* – a consortium of state principal associations dedicated to supporting and sustaining professional growth of school principals and their leadership teams and, as of March 2020, consists of the Illinois Principals Association, Indiana Association of School Principals, School Administrators of Iowa, Minnesota Elementary School Principals Association, the Missouri Association of Elementary School Principals, Missouri Association of Secondary School Principals, New Jersey Principals and Supervisors Association, School Administrators Association of New York, Association of Washington School Principals, and Association of Wisconsin School Administrators.

*School Leader Paradigm (the Paradigm)* – a conceptual framework that centers around the development of a learning leader’s personal, social, and systems intelligences (‘becoming’) to lead culture, systems, and learning (‘doing’).

*Personal Intelligence* – “the capacity to reason about personality and to use personality and personal information to enhance one’s thoughts, plans, and life experiences” (Mayer, 2014 in School Leader Collaborative, 2018, p. 6).

*Social Intelligence* – a “set of interpersonal competencies that inspire others to be effective” (Goleman, 2007 in School Leader Collaborative, 2018, p. 6).

*Systems Intelligence* – an “understanding of the inner-workings and leadership of complex systems within a learning organization” (Hämäläinen and Saarinen, 2007 in School Leader Collaborative, 2018, p. 6).

*Four Phases of School Leader Development* – action-oriented language that provides a logic for how principals should move across a leadership development continuum, progressing from *Aspiring* (pre-service principals) to *Launching* (first and second year school leaders) to *Building* (school leaders in their third through fifth years) to *Mastering* (school leaders in their sixth year and beyond).

*Reputable School Leader* – an active, retired, or life member of the Illinois Principals Association (IPA) who has been selected by IPA members of a geographical region to serve a three-year term as member of the IPA Board of Directors.

### **Significance of the Study**

This study was designed to contribute to the body of research related to the development of school level leaders. In particular, results of the study can contribute to the efforts of state principals’ associations in supporting the development of school leaders by vetting developmental approaches that rely on the School Leader Paradigm. Since personal conversations and correspondence with representatives of the School Leader Collaborative revealed that no other studies have utilized the Paradigm, this study can serve as a beginning point for further, similar research. As all participating state principal associations of the School Leader Collaborative communicate a primary purpose of supporting the development of school leaders, this study could begin to test the value of the Paradigm and provide further insight to

designers of principal preparation and professional development programs, which may serve to strengthen such programs and improve the professional field of educational leadership.

### **Limitations of the Study**

This study may be limited by the fact that it focused only on self-perception surveys from a reputational sampling of school leaders who were members of the Illinois Principals Association and who were at varied levels of familiarity with the School Leader Continuum at the time of the study. This study's reputational sample size of 21 participants may also be considered a limitation. In addition, although this study could be useful in validating the Collaborative's work, its design as a preliminary, or pilot, study may also be considered a limitation. Finally, the researcher who conducted this study was employed as a superintendent by one of the school districts among the sample. Despite assurances in the survey instructions that all responses would remain confidential, there was a risk that those responding to the survey items would not share their true perceptions out of fear that their individual responses might later be shared with others in authoritative positions.

### **Organization of the Study**

This study is organized into five chapters. Chapter One provides a basis for the study by describing how a consortium of state principal associations used a research-based approach to identify the skills and expertise that school leaders need to be effective along a pathway for continuous growth and improvement. Through providing the foundational components of the study, including the conceptual framework, Chapter One also explains the purpose of the study. Chapter Two includes a comprehensive review of the literature pertaining to the Collaborative's work, including an in-depth examination of the School Leader Paradigm. Chapter Three outlines the design of the study, including a description of the study's population, instrumentation, and

data collection and analysis methods. Chapter Four presents findings with sufficient reduction of the data, enabling me to make claims about what I learned. Chapter Five provides implications for current practice and recommendations for future research. Following Chapter Five, appendices include The School Leader Paradigm Survey used in this study and a granted request for permission to use materials.

## CHAPTER II: REVIEW OF RELATED LITERATURE

A comprehensive review of the literature on the progression of the study of school leadership from the early 1900s to contemporary researchers reveals important insights regarding how the Collaborative's work fits into the larger body of work on school leadership. Since the early 1900s, for example, the study of leadership moved from the study of the *traits* and *behaviors* of leaders to the study of the *contextual* and *relational* approaches of leaders (Day & Antonikas, 2012). Contemporary researchers, such as Howard Gardner (1983), contributed to the theory of multiple intelligences, which is familiar among educators today. While the term "emotional intelligence" was first coined by two psychologists, Peter Salovey and John Mayer (1990), the term was later popularized by Daniel Goleman's (1995) work on emotional intelligence. More recently, Arthur Costa and Bena Kallick (2008) write that, rather than 'intelligent behaviors,' school leaders should develop 'habits of mind' that begin with the individual and become an 'internal compass' that moves out to guide their interactions with the entire community. It is from these contemporary researchers that the Collaborative developed the School Leader Paradigm.

### **Conceptual Framework**

As previously established, research has long demonstrated a link, while indirect, between school success and principal leadership (Kelley et al., 2005; Louis et al., 2010; Leithwood et al., 2004; Fullan, 2002; Bell, et al., 2003; Cheng, 1994; Hallinger & Heck, 1996; Hallinger, 2012; Kleine-Kracht, 1993; Sun & Leithwood, 2012; Southworth, 2004; Waters et al., 2004). Similarly, the School Leader Collaborative, consisting of a consortium of state principals' associations, maintains that "principals who demonstrate effective leadership practice as described by the intelligences will show positive outcomes" (2016, p. 5). They advocate for

school leaders to continually reflect on their practices to best lead and guide their schools. Based upon their research, the School Leader Collaborative developed the School Leader Paradigm “in order to provide a comprehensive view of principals as leaders of learning organizations” (2016, p. 3). The School Leader Paradigm “addresses the various contexts with which principals interact, including their own individual contexts, their schools’ contexts, and the contexts of their communities” (2016, p. 3) and consists of three intelligences — Personal Intelligence, Social Intelligence, and Systems Intelligence. Effective leaders, they claim, reflect upon the competencies and attributes that define the intelligences in order to grow and improve throughout their careers. Further developed in 2018, the Collaborative expanded upon the original Paradigm by including an “infinity loop” (see Figure 2) to suggest “that the influence and impact of a school leader is eternal” (p. 5) and to signify the two sides of leadership in continually improving both the learning leader and the learning organization. For the Collaborative, the “Becoming While Doing” infinity loop represents the work that school level leaders do to simultaneously improve their own leadership (becoming) while moving their organizations forward (doing). While this study focused primarily on the “becoming” aspect of the original Paradigm, the Collaborative (2018) more recently describes the work (“doing”) of effective principals in considering three domains of their organizations: Culture, Learning, and Systems. Furthermore, the Collaborative’s expanded Paradigm (2018) includes one “key attribute” for each of the intelligence’s competencies that has implications for all three of the organizational domains.

### **Research Basis of the School Leader Paradigm**

Merging research from the fields of leadership and multiple intelligences, the Collaborative developed The School Leader Paradigm (the Paradigm) “to help both principals



and their leadership team members be intentional about their professional growth throughout their career” (2016, p. 2). The Paradigm is a conceptual framework that centers around a learning leader’s personal, social, and systems intelligences as well as individual, school, and community contexts and includes the Four Phases of School Leader Development. Each intelligence includes four key competencies, and each competency includes four basic attributes, which are behaviors that the Collaborative recognizes as “critical for school leaders to be successful” (2016, p. 8). A complex conceptual framework describing the complex work of the school leader, the Paradigm’s key concepts and general research basis is depicted in Figure 3.

Organized around three intelligences (i.e., personal, social, and systems), the Collaborative cites over 90 references by which the School Leader Paradigm was designed. For each intelligence, references are further identified as “general references” and “competency references.” General references, which are displayed in Figure 3, are works that support each of the three intelligences. To further explain the Paradigm’s complex design, what follows is an overview of the research related to multiple intelligences and competencies, paramount to the work of the Collaborative.

Intelligences	Competencies	Attributes	Collaborative's General Research Basis
Personal Intelligence	Wellness	Ethical	Cantor & Harlow's <b>Social intelligence and personality: Flexible life task pursuit</b> (1994)
		Fit/Healthy	
		Optimistic	
		Self-aware	
	Growth Mindset	Humble	Gardner's <i>Frames of Mind: The Theory of Multiple Intelligences</i> (1983)
		Reflective	
		Intentional	
		Accountable	
	Self-Management	Organized	Mayer & Geher's <b>Emotional intelligence and the identification of emotion</b> (1996)
		Balanced	
		Self-controlled	
		Self-confident	
	Innovation	Creative	Mayer, Salovey & Caruso's <b>Emotional intelligence: new ability or eclectic traits?</b> (2008)
		Adaptive	
		Resilient	
		Courageous	
Social Intelligence	Service	Empathetic	Bar-On's <b>The Bar-On model of emotional-social intelligence (ESI)</b> (2006)
		Trustworthy	
		Generous	
		Protective	
	Community Building	Relational	Cantor & Kihlstrom's <i>Personality and social intelligence</i> (1987)
		Collaborative	
		Connective	
		Conciliatory	
	Capacity Building	Empowering	Freedman's <b>Key lessons from 35 years of social-emotional education: how self-science builds self-awareness, positive relationships and healthy decision-making</b> (2003)
		Guiding	
		Resourceful	
		Facilitative	
	Influence	Attentive	Goleman's <i>Social intelligence</i> (2007)
		Communicative	
		Motivational	
		Catalytic	
Systems Intelligence	Mission/Vision/Strategic Planning	Analytic	Costa & Kallick's <i>Learning and leading with habits of mind: 16 essential characteristics for success</i> (2008)
		Strategic	
		Articulate	
		Visionary	
	Operations and Management	Responsible	Dweck's <i>Mindset: The new psychology of success—how we can learn to fulfill our potential</i> (2006)
		Transformative	
		Responsive	
		Methodical	
	Teaching and Learning	Diagnostic	Gardner's <i>Frames of mind: The theory of multiple intelligences</i> (1983)
		Knowledgeable	
		Pedagogic	
		Evaluative	
	Cultural Responsiveness	Visible	Hämäläinen & Saarinen's <i>Essays on systems intelligence</i> (2007)
		Affiliative	
		Advocative	
		Global	
			Kafele's <i>The principal 50: Critical leadership questions for inspiring schoolwide excellence</i> (2015)
			Senge's <i>The fifth discipline</i> (1994)
			Sergiovanni's <i>Rethinking leadership, 2nd edition</i> (2007).

Figure 3. The School Leader Paradigm's key concepts and contributing research basis.

## Multiple Intelligences

With the “learning leader” at the center of the “becoming” portion of its Paradigm, the Collaborative uses the term *intelligence* “to describe the ways principals need to be smart about their leadership” (School Leader Collaborative, 2018, p. 6). Researchers’ work on various intelligences from the early 20<sup>th</sup> century to contemporary time formed the foundation for the Paradigm’s three interconnected intelligences.

Introduced in his seminal work *Frames of Mind: The Theory of Multiple Intelligences* (1983), psychologist Howard E. Gardner drew a contrast with those who viewed the intellect as a singular capacity, and he proposed that individuals possess several “human intelligences” (p. 8). Originally, his proposed intelligences included linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. Admitting in *Frames of Mind* that “the exact nature and breadth of each intellectual ‘frame’ has not so far been satisfactorily established” (1983, p. 8), he later added naturalist intelligence and suggested adding existential intelligence and pedagogical intelligence (Gardner, 2011). According to Gardner’s theory, individuals demonstrate varying levels of strength and weakness for the each of the intelligences and that “no two individuals, not even identical twins, exhibit precisely the same profile of intellectual strengths and weaknesses” (Davis, Christodoulou, Seider, & Gardner, 2011, p. 9).

Gardner also admitted, however, that his idea of multiple intelligences was not a new one, and other researchers who wrote about various intelligences soon surfaced. In their article presenting a framework for emotional intelligence, for example, Peter Salovey and John Mayer (1990) reminded readers that, in 1920, E.L. Thorndike “distinguished social intelligence from other forms of intelligence” (p. 187). Later, Mayer (2008) defined a *personal intelligence*,

Daniel Goleman (2006) wrote about *social intelligence*, and Finnish researchers Raimo Hämäläinen and Esa Saarinen (2010) wrote extensively about *systems intelligence*.

### **The Paradigm’s Intelligences, Competencies, and Attributes**

For each of the three intelligences and each of their associated competencies, the Collaborative (2016) provides references from the Paradigm’s research basis. This section discusses the research basis for each intelligence and their associated competencies and attributes. Although the Collaborative’s 2018 publication identifies one “key attribute” associated with each competency, because this study was aligned with the Collaborative’s 2016 publication that does not identify key attributes, this literature review addresses all attributes without specific regard to key attributes. Unless specified, the works cited in this chapter for each competency are all included in the reference list provided by the School Leader Collaborative, which served as the research basis for developing the School Leader Paradigm.

#### **Personal intelligence.**

Stemming from his work with Peter Salovey (Salovey & Mayer, 1990) to define emotional intelligence, psychologist John D. Mayer’s (2008) initial definition of personal intelligence is borrowed by the Collaborative to define Personal Intelligence in the Paradigm as “the capacity to reason about personality and to use personality and personal information to enhance one’s thoughts, plans, and life experiences” (p. 2). Characterized by Mayer (2014) as “shorthand for an intelligence about personality” (p. 26), personal intelligence involves the ability to understand ourselves and others and to anticipate how others might behave. This ability, he adds, continues to increase in importance as adults become increasingly influential. Invoking the ancient Delphic maxim of “know thyself,” Mayer espouses that one of the best ways to learn about ourselves is to ask others for feedback. What follows is a review of the

research basis referenced by the Collaborative that was used to develop the Paradigm's competencies and attributes associated with the Personal Intelligence.

***The competency of Wellness.***

The Paradigm's competency of Wellness includes the four associated attributes of Ethical, Fit/Healthy, Optimistic, and Self-aware. Calling upon Jane Myers and Thomas Sweeney's (2004) contention that wellness reflects one's intentional lifestyle decisions, the Collaborative (2016, 2018) indicates that the competency of Wellness is the "result of deliberate effort" (p. 15). As for the Paradigm's description of the attribute of Ethical, the Collaborative utilizes Jason Stansbury (2009), Dov Seidman (2010), and Kelly Monahan's (2012) writings that describe the work of ethical leadership. In addition, the Collaborative cites Deborah Rhode and Amanda Packel (2009), who write that ethical behavior can be affected by organizational norms and situational pressures. Also referenced is Peter Northouse's *Leadership Theory and Practice* (2016), which includes many references to leadership ethics and self-awareness. Rick Bommelje's (2013) work on listening is also cited, which, rather than appearing among the Wellness attributes, appears among the Personal Intelligence competency of Self-Management, the Social Intelligence competency of Influence, and the Systems Intelligence competency of Operations and Management. The Collaborative cites a work on resilience (Everly, Strouse, & McCormack, 2015) that addresses both ethical behavior and optimism, attributes placed within the Paradigm's competency of Wellness. From their research on mental wellness, Martin Seligman and Mihaly Csikszentmihalyi (2014) write that practicing "positive psychology" involves developing a sense of optimism. Calling upon the Oracle at Delphi's advice to "know thyself," Mark Sanborn's (2005) words reflect the description of the Paradigm's attribute of Self-aware with regard to recognizing one's strengths and weaknesses. Also related to the

Paradigm's attribute of Self-aware, the Collaborative cites research on the relationship between leadership and follower self-concept (Van Knippenberg, Van Knippenberg, De Cremer, & Hogg, 2004), which concluded that "effective leadership, at least in part, derives from an ability to affect follower self-concept" (p. 849), suggesting the impact that transformational leadership has on followers. Although referenced under the Competency of Self-Management, the Collaborative cites Alex Vermeer's (2012) article about using meditation to be aware of our thoughts.

### ***The competency of Growth Mindset.***

The Paradigm's competency of Growth Mindset includes the four associated attributes of Humble, Reflective, Intentional, and Accountable. The Collaborative references the work of Mike Henry (2013), who asserts that the foundation of character-based leadership is humility, which he defines as having a healthy, balanced sense of self, more closely related to the attribute of Self-aware, which is associated with the competency of Wellness. For its description of the attribute of Reflective, the Collaborative appears to have borrowed closely from Cynthia Roberts' definition of reflection as "critically thinking about our behaviors, attitudes, beliefs and values" (2008, p. 117) in her article about leadership development. The Collaborative also references Judy Brown, who also wrote that "The seeds of transformational leadership lie in honest, regular personal reflection by leaders" (2006, p. 6). As for the attribute of Intentional, Karen Albritton (2015) writes that the intentional leader is self-aware, recognizing that every aspect of their behavior influences the mood among the leader's team. Similarly, the Collaborative references George Bradt's (2012) writing about intentional leaders, alluding to Winston Churchill's statement that "*History will be kind to me for I intend to write it*" [para. 3,

emphasis in original]. For the attribute of Accountable, the Collaborative cites an article defining accountability as honoring the agreements that one makes (Dann, 2014).

### ***The competency of Self-Management.***

The Paradigm's competency of Self-Management includes the four associated attributes of Organized, Balanced, Self-Controlled, and Self-Confident. As for the attribute of Organized, the Collaborative cites Brandon Jones' (2013) article about the benefits of being an organized leader as having more productivity, less stress, and increased working space. The Collaborative's description of the attribute of Balanced is drawn directly from Leadership Coach Natalie Gahrman's (2010) assertion that "balanced leaders lead with multiple perspectives and objectives and consider not only the financial impact of decisions, but the personal, social and environmental impacts, as well" (para. 1). As for the attribute of Self-Controlled, the Collaborative utilizes Ken Haigh's online post (2011), asserting that good leaders need to exercise self-control, which enables them to be calm and clear-headed during times of crisis and high stress.

### ***The competency of Innovation.***

The Paradigm's competency of Innovation includes the four associated attributes of Creative, Adaptive, Resilient, and Courageous. As for the attribute of Creative, the Collaborative references Rebecca Bagley's (2014) article on great innovators, which focuses on the attribute of creativity and describes innovation as an ability to re-imagine things that already exist. As for the attribute of Adaptive, the Collaborative references emotional intelligence writer Travis Bradberry (2012), who stresses the importance that leaders develop adaptability skills to be effective in any environment. For the attribute of Resilient, the Collaborative cites Elle Allison (2012), who reports that resilience is "a quality that individuals can choose to develop"

(p. 81). Also associated with the attribute of Resilient, Joanne Reid's (2008) work is referenced, which supports the Collaborative's work around emotional intelligence. Using the term *competencies*, she writes:

“Resilient leaders draw on the emotional intelligence competencies author Daniel Goleman has helped us to understand and apply. They involve self-awareness, managing oneself, awareness of others and managing relationships” (para. 14).

As for the attribute of Courageous, the Collaborative cites a Business Matters (2014) article, which indicates that confident leaders humbly celebrate their achievements and accept their lack of experience. In addition, the Collaborative utilized Kathleen Reardon's (2007) article about courage as a skill in which she reports that great leaders teach themselves to make high-risk decisions.

Finally, the Collaborative also appears to have recognized the interconnectivity of the intelligences. For example, referencing an instinctual basis and evolutionary development of personal intelligence, Lee Park and Thomas Park (1997) used four items on a scale to assess personal intelligence – one involving access to one's own feelings and three involving the capacity for empathy. Rather than categorized under Personal Intelligence, however, the Paradigm's attribute of Empathy is categorized under its Social Intelligence, perhaps alluding to the overlapping nature of the intelligences as depicted on the Paradigm's conceptual framework (see Figure 2). In addition, Park and Park espouse the idea that “social intelligence was only a rudimentary form of personal intelligence” (1997, p. 135).

### **Social intelligence.**

As a companion to his work on emotional intelligence, Daniel Goleman (2006) drew on neuroscience research to propose that the brain's design is *sociable* and that emotions are contagious. Based upon the accidental discovery of “mirror neurons” by Italian neuroscientists,



Goleman and Boyatzis (2008) later emphasized the importance that leaders' emotions and actions have on organizations in that they "prompt followers to mirror those feelings and deeds" (p. 3). For Goleman, social intelligence mostly involves the ability to empathize with and, in turn, influence others. This concept connects closely with the Paradigm's definition of Social Intelligence – that of inspiring others – as well as one of its four competencies – that of Influence. Also related to Goleman's work are the attributes of Empathetic, Relational, Connective, Protective, and Attentive – all describing abilities of having concern for the feelings, emotions, and needs of others. Perhaps prophetically projecting the Collaborative's work, John Kihlstrom and Nancy Cantor (2011) proposed that "Goleman's list of social-intelligence abilities is as good a place as any to start developing a new generation of instruments for assessing social intelligence" (p. 573). Although not appearing in its list of references/research base, the Collaborative does cite a self-published e-book by geographer and economist David R. Kolzow (2014), which makes reference to leadership behaviors and competencies that bear relationship to many of the attributes and competencies within the Personal and Social Intelligence components of the Paradigm. What follows is a review of the research basis referenced by the Collaborative that was used to develop the Paradigm's competencies and attributes associated with the Social Intelligence.

### ***The competency of Service.***

The Paradigm's competency of Service includes the four associated attributes of Empathetic, Trustworthy, Generous, and Protective – all having a primary focus on other's needs, feelings, and well-being. As such, the Collaborative utilizes Robert K. Greenleaf's seminal work on servant leadership (1977) in describing the Paradigm's competency of 'service' as assuring "that other people's highest priority needs are being served" (p. 22). The

Collaborative also cites the work of John Barbuto and Daniel Wheeler (2006), who developed scales to measure characteristics of servant leadership – one of which was empathy.

Reminiscent of the interconnectivity among the Paradigm’s competencies, attributes and intelligences, the Collaborative references researchers (Stone, Russell, & Patterson, 2004) who draw a distinction between two types of leaders, finding that “transformational leaders tend to focus more on organizational objectives while servant leaders focus more on the people who are their followers” (p. 359).

### ***The competency of Community Building.***

The Paradigm’s competency of Community Building includes the four associated attributes of Relational, Collaborative, Connective, and Conciliatory – all having a primary focus on the interactions between and among people. The Collaborative reference three works that, while not addressing these four attributes specifically, address them in general. For example, the Collaborative cites the work of Lynn Doyle (2004), who, while reminding readers of the evolution of school administrator roles from manager to leader, writes that schools needs leaders who radically shift their thinking and actions to create communities of learners rather than organizations that produce students. Indirectly associated with the competency of Community Building, yet again supporting the interconnectivity of the intelligences, the Collaborative cites the work of David McMillan and David Chavis (1986), who report that “people are more likely to choose a leader who listens and is influenceable rather than one whose mind is made up and will never change” (p. 15). Finally, the Collaborative cites a work devoted to community building (Mattessich, Monsey, & Roy, 1997), which focuses on the social and psychological ties within a community.

### ***The competency of Capacity Building.***

The Paradigm's competency of Capacity Building includes the four associated attributes of Empowering, Guiding, Resourceful, and Facilitative. The Collaborative references school improvement research (Harris, Day, Hopkins, Hadfield, Hargreaves, & Chapman, 2003) claiming that the role of the school leader is to empower and guide teachers, providing them with resources to collaborate professionally and build social capacity to affect change. Similarly, the Collaborative cites Linda Lambert's book on leadership capacity (1998), which urges school leaders to build capacity through facilitating broad-based and skillful participation of staff, parents, students, and community members that is characterized by inquiry-based, shared decision making.

### ***The competency of Influence.***

The Paradigm's competency of Influence includes the four associated attributes of Attentive, Communicative, Motivational, and Catalytic. Aside from Michael Hogg's *Influence and Leadership* (2010), which addresses the impact that a leader has in affecting change, the Collaborative references Diana Krause's (2004) work in testing a leadership model on middle managers in Germany. Krause found that leaders who grant freedom and autonomy, along with using expert knowledge and information, have the most positive effect on cognitive processes and innovative behaviors. Also cited by the Collaborative, Suman Majumdar and Sharun Mukand (2010) explored effective leadership by analyzing the symbiotic, two-way relationship between leaders and followers and, interestingly, found that the "populace may deliberately prefer to follow an ambitious leader whose interests may not always be congruent with theirs. (p. 36).

## **Systems intelligence.**

Relative newcomers within the literature on multiple intelligences, Finnish researchers Raimo Härmäläinen and Esa Saarinen (2010) propose “systems intelligence” as another key form of human intelligence. Distinguished from other forms of intelligence, systems intelligence, they write, has “special, subtle and intriguing aspects of the functioning of human intelligence *in dynamic settings*” [emphasis original] (p. 10). Similarly, the Collaborative leaned on the work of Peter Senge’s work on “systems thinking” to develop the Paradigm. In his book *The Fifth Discipline: The Art & Practice of The Learning Organization*, Senge (1990) describes the need for people who work in organizations to understand the dynamic complexity of problems, seeing their interrelationships, which “leads to new insight into what might be done” (p. 72). Other researchers, such as Michael Fullan (2005), have found it important for school leaders to practice systems thinking to effectively work with others in and around the school community, a concept that is embedded within the Systems Intelligence of the Paradigm under the competency of Mission, Vision, and Strategic Planning. As with Mayer’s view that feedback should be sought to know oneself, Senge writes that “the practice of systems thinking starts with understanding a simple concept called ‘feedback’ that shows how actions can reinforce or counteract (balance) each other” (1990, p. 73). What follows is a review of the research basis referenced by the Collaborative that was used to develop the Paradigm’s competencies and attributes associated with the Systems Intelligence.

### ***The competency of Mission, Vision, and Strategic Planning.***

The Paradigm’s competency of Mission, Vision, and Strategic Planning includes the four associated attributes of Analytic, Strategic, Articulate, and Visionary. Writing about adaptive leadership, the Collaborative cites Northouse (2016), who claims that a *systems perspective* is

needed to approach the many problems that are “embedded in complicated interactive systems” (p. 259). Also referenced, Abrams (2008) writes that “systems-savvy” leaders are “both an integral part of the institution and, at the same time, able to see it from the outside” (p. 293). Likewise, doctoral students at Claremont Graduate University claim that a leader’s self-awareness is important to leader development and organizational learning, especially “by communicating thought processes verbally during a task or activity” (Black, Soto, & Spurlin, 2016, p. 91). Philip Mirci and Phyllis Hensley clearly articulate this aspect of the Collaborative’s paradigm in their article about systems thinking and adult learning theory:

If we believe leadership can be learned, then we must engage in learning. If we believe that leaders should be systemic thinkers, then it is imperative that they acquire knowledge of how one learns and how one can become transformative and reflective in thought and actions (p. 26).

In his online blog about change agents, George Couros (2013) asserts that those who want to create change must be able to both articulate and show it to others, implicating the attribute of Visionary within this competency.

### ***The competency of Operations and Management.***

The Paradigm’s competency of Operations and Management includes the four associated attributes of Responsible, Transformative, Responsive, and Methodical. The Collaborative references the work of James Sipe and Don Frick (2009), whose seven pillars of servant leadership includes being a systems thinker – one who is comfortable with complexity and demonstrates adaptability. Although Philip Hallinger (2011) reports that decades of research, including international meta-analysis, clearly shows that instructional leadership has a better impact on learning than transformational leadership – likely because “transformational leadership as applied to education does not appear to measure all of the processes by which

leaders impact teaching and learning” (p. 130), the Collaborative’s attribute of Transformative has a focus on leading change through inquiry and relationships. Similarly associated with being transformative, the Collaborative references a Carolyn Crippen (2010) article about servant leadership and the importance of relationships. Describing the attribute of Methodical as systematically creating order from disorder, the Collaborative cites Peter Lungu’s (2015) suggestion that leaders enable workers to practice “organized chaos” through considering less, focusing on outcomes, accepting that there is no universal order, and accepting that there is order in disorder.

### ***The competency of Teaching and Learning.***

The Paradigm’s competency of Teaching and Learning includes the four associated attributes of Diagnostic, Pedagogically Supportive, Knowledgeable, and Evaluative. The Collaborative again references the work of Hallinger (2011), who cites researchers’ meta-analysis in reporting that the highest impact functions of principals include support for and participation in staff professional learning, “setting goals, expectations and planning, coordinating and evaluating teaching and the curriculum” (p. 133) – all associated with the competency of Teaching and Learning. Also referenced by the Collaborative is Couros’ (2013) blog about change agents, indicating that administrators who stay active in learning will have more credibility with others. Finally, Robert Marzano’s *School Leadership that Works* (2005) is referenced, which addresses the importance of having extensive knowledge of curriculum, instruction, and assessment practices, as well as the monitoring and evaluation of their effectiveness.

### ***The competency of Cultural Responsiveness.***

The Paradigm's competency of Cultural Responsiveness includes the four associated attributes of Visible, Affiliative, Advocative, and Global. In his article on social capital, Xavier de Souza Briggs (1997) writes that trust and understanding among disparate groups and individuals often requires visible leadership. Similarly, Muhammad Khalifa found that a "principal's high visibility in the community and advocacy of community-based causes led to trust, credibility, and rapport" (p. 439). Also reference by the Collaborative, Geneva Gay (2010) offers suggestions for reversing the underachievement of students of color, which focuses on culturally responsive teaching. Borrowing one of Goleman's co-authored books that focuses on the emotional intelligence of leaders (Goleman, Boyatzis, & McKee, 2002), the Collaborative describes affiliative leaders as those who put less emphasis on tasks and goals and more emphasis on valuing people and their feelings, keeping them happy, and building harmony and team resonance. Related to the Paradigm's attribute of Advocative, the Collaborative cites John Kania and Mark Kramer's work (2011) describing the collective impact that can be made in student achievement through the partnership efforts of community leaders who have a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations.

### **Human Intelligences Development and School Leader Development**

Howard Gardner's theory of multiple intelligences represented a break from traditional conceptions of a singular intelligence, broadly studied and measured throughout the early twentieth century (Davis et.al., 2011). Traditional, singular intelligence proponents typically conceive of intelligence as an innate, unchangeable trait; however, of significance to this study, the theory of multiple intelligences underscores the "centrality of genetic/environmental

interaction” (Gardner, 1995, para. 27) and “conceives of intelligence as a combination of heritable potentials and skills that can be developed in diverse ways through relevant experiences” (Davis et.al. 2011, p. 3). For Gardner (1983), the most important point, yet most difficult challenge, of his work is that his multiple intelligences framework be used by policy makers and practitioners who are charged with “the development of other individuals” (p. 10). Accordingly, the Collaborative has designed its Paradigm with the “learning leader” at its center, surrounded by the multiple intelligences of Personal Intelligence, Social Intelligence, and Systems Intelligence.

Besides Gardner (1983), who believed that intelligences can be nurtured, other researchers support the notion that individuals can develop their intelligences, which is a critical aspect of both the Paradigm and of this study. For example, Daniel Goleman (2015) found that one’s emotional intelligence increases with age. He claims that organizations can develop a leader’s emotional intelligence through training that focuses on the brain’s limbic system, which “governs feelings, impulses, and drives” (Goleman, 2015, p. 8). Park and Park (1997) reported that the skills for utilizing personal intelligence must be learned. Goleman also asserts that social intelligence can be developed, only requiring self-consciousness, “a capacity that begins to emerge in the second year of life as a child’s orbitofrontal region grows more mature (2006, p. 131). As for systems intelligence, Peter Senge (1990) embraces the concept that systems thinking can be personally mastered as a discipline through a continual drive to see “interrelationships rather than linear cause-effect chains” and see “processes of change rather than snapshots” (p. 73). Similarly, Costa and Kallick (2008) identify sixteen attributes, fourteen of which are included in some form as attributes in The School Leader Paradigm, that can become internalized ‘habits’ in successful people to guide their outward actions with others.



According to the research base pertaining to the idea that intelligences can be developed over time, the Collaborative places the “Learning Leader” at the center of its conceptual framework to emphasize that, with humility and reflection, school leaders can model personal learning and growth to “credibly guide those in their schools” (2016, p. 3). As such, the Paradigm’s Four Phases of School Leader Development utilizes action-oriented language to provide a logic for how principals should move across a leadership development continuum, progressing from *Aspiring* (pre-service principals) to *Launching* (first and second year school leaders) to *Building* (school leaders in their third through fifth years) to *Mastering* (school leaders in their sixth year and beyond).

Accepting the reality that “leadership does not exist in a vacuum,” the Collaborative (2016, p. 5) further cautions school leaders to continuously assess the effects that their individual, school, and community contexts have on each other and their ability to lead when deciding to apply for or remain in a particular position. Finally, considering that principals need to continuously navigate multiple contextual webs at a time, the Collaborative establishes a cycle of continuous improvement for both the school leader and the school that includes planning, implementation, and reflection. In essence, for a school to improve, it requires a school leader who continuously assesses multiple contexts, including their own thinking and behaviors, in order to influence, or *construct*, how others in a school think and behave, preferably towards continuous improvement.

Similar to what Jim Collins and his research team found, leaders of great organizations “look out the window to apportion credit” when things go well and “look in the mirror to apportion responsibility” when things go poorly (2001, p. 35). Accordingly, this study was designed to determine which attributes identified in the School Leader Paradigm school leaders

most need to intentionally develop at each phase of their careers, a design which is further described in Chapter Three.

## CHAPTER III: METHODOLOGY

### **Type of Study**

The particular use of qualitative and quantitative methodologies, often viewed as dichotomies, has increasingly been debated (Newman & Benz, 1998). It is now commonly accepted that quantitative studies, utilizing and analyzing numerical data, are used to describe relationships between variables, whereas qualitative studies, utilizing and analyzing textual data, is used to explore understandings of phenomena (Bauer & Brazer, 2012). To further distinguish the two, Creswell (2003) indicates that a quantitative approach is best for testing a theory of explanation and for “identifying factors that influence an outcome, the utility of an intervention, or understanding the best predictors of outcomes” (pp. 21-22). The qualitative approach, on the other hand, is “well suited to examining context deeply, including revealing issues such as root causes” (Bauer & Brazer, 2012, p. 233). Some researchers (Glesne, 2011; Newman & Benz, 1998) reject the qualitative and quantitative dichotomy altogether and assert that research practices fall on a continuum between these two. To shed light on an apparent contradiction that studies designed to understand subjective perceptions ought to utilize objective, quantitative approaches, Newman and Benz (1998) support the belief that

multiple realities exist and multiple interpretations are available from different individuals that are all equally valid. Reality is a social construct. If one functions from this perspective, how one conducts a study and what conclusions a researcher draws from a study are considerably different from those of a researcher coming from a quantitative or positivist position, which assumes a common objective reality across individuals (p. 2).

In attempting to draw clarity regarding the two approaches, Creswell (2003) reports that “the best that can be said is that studies *tend* to be more quantitative or qualitative in nature” (Creswell, 2003, p. 4). This study was more quantitative in nature, employing a survey to gather data on the extent to which reputable school leaders were able to identify particular attributes

contained in a School Leader Paradigm as important to their development as a school leader at different phases of their careers. In addition, the survey requested that school leaders describe the extent to which the School Leader Paradigm can be used as a means to characterize their career development over time. As such, this descriptive study employed an embedded mixed methods approach (Creswell, 2014) to answer the essential research questions.

### **Research Questions**

The essential questions used to focus and guide the study were as follows:

1. To what extent are themes revealed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as a school leader at different levels of experience?
2. To what extent can the School Leader Paradigm be used as a means to characterize school leader career development over time?

### **Research Design**

As a descriptive study that combined analysis of numeric scales and open-ended questions, a paper survey was used to collect data on (1) the number of School Leader Paradigm attributes within each competency that reputable Illinois school leaders could retrospectively identify as important to their development as a school leader at each phase of their careers and (2) the perceptions that reputable Illinois school leaders have regarding the School Leader Paradigm as a means to characterize their career development over time.

Accordingly, a survey was designed that requested participants to (1) consider their careers retrospectively and identify the extent to which School Leader Paradigm attributes (among the competencies) were important to their development as a school leader at each phase

of their careers and (2) describe the extent to which the Paradigm characterizes school leader development over time.

### **Instrumentation**

Having secured permission from Dr. Jason Leahy, a representative of the School Leader Collaborative, the content of The School Leader Paradigm was used to design a survey to collect data for the study. The survey and documentation of the author's approval are located in Appendices A and B.

The survey includes two parts. Due to the complexity of the School Leader Paradigm, the first part of the survey requests that the participants respond as to whether they have sufficient familiarity with and understanding of the attributes contained within the School Leader Paradigm's 'intelligences' in order to rate the extent of their importance in their development as a school leader. The first part of the survey then requests that the participant review the School Leader Paradigm, reflect upon each phase of his or her career (i.e., Aspiring, Launching, Building, and Mastering) and rate the extent to which they think each of the attributes (among the four competencies) for each area of intelligence was important for their development as a leader. The second part of the survey requests that the participants respond to three items that identify (1) the extent to which the participant believes the Paradigm characterizes their school leader development over time, (2) his or her gender, (3) grade level(s) served, and (4) highest degree attained. Results from the first part of the survey were analyzed to determine the extent to which themes existed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as a school leader at different levels of career experience in the role. The second part of the survey was designed to gather feedback from participants regarding the extent to which the Paradigm can be used as a means to characterize

their career development over time as well as to gather relevant demographic data which might be valuable in related data analysis and further study. For example, other studies might include questions about the competencies of school leaders when compared by gender, grade level(s) served or education attained.

## **Participants**

This study was conducted at an Illinois Principals Association (IPA) Board of Directors two-day leadership retreat on July 23, 2019. At the retreat, Dr. Jason Leahy, Executive Director of the IPA, made a presentation about the School Leader Paradigm, which was designed to familiarize participants with the Paradigm. Immediately after the presentation, Dr. Leahy distributed a School Leader Paradigm paper survey that was administered to the members of the IPA Board of Directors. As reputable school leaders, the IPA Board of Directors consists of 30 active, retired, or life members of the IPA who have been selected by IPA members of a geographical region to serve a three-year term as members of the IPA Board of Directors. Of the 30 IPA Board of Directors, 21 were present at the July 23 retreat and served as participants in the study. All of the participants are in their sixth year or beyond (Mastering Phase) as school leaders. This is important to the study because the survey requests that each participant reflect on each phase of his or her career. As this study focuses on the perceptions of school leaders as they reflect upon each of four phases of their careers, all of the data collected from the 21 participants were analyzed to determine the extent to which themes exist among School Leader Paradigm attributes.

## **Collection of the Data**

To collect the data, each participant was provided with a paper version of the School Leader Paradigm Survey at a July 23, 2019 IPA Board of Directors meeting. Participants were

afforded sufficient time to complete the survey at the workshop. After the workshop, the researcher entered each participant's responses to the numerical part of the survey into Microsoft Excel software for analysis. Among the 21 surveys returned, four contained portions in which the participant offered no responses in Part I, rendering the numerical data from these four participants unusable for purposes of this study. Among the 21 surveys returned, three contained no response to Part II's open-ended item, yet the remaining 18 responses to the open-ended part of the survey were retained as written for analysis.

### **Data Analysis Procedures**

Nesting both quantitative and qualitative data, this embedded mixed methods study (Creswell, 2014) utilized descriptive analysis to answer the essential research questions.

To analyze the quantitative data, dependent variables consisted of the *attributes* (among the competencies) as described by the School Leader Paradigm. The independent variable consisted of *leader development phase* (Aspiring, Launching, Building, and Mastering), as described by the School Leader Paradigm. Numerical data from participant's survey responses were entered into Microsoft Excel software to identify the extent to which themes existed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as school leaders.

Qualitative data from the open-ended survey item was analyzed through the use of coding in order to find themes and patterns. Because the study was designed to gather feedback from participants regarding the extent to which the Paradigm can be used as a means to characterize their career development over time, In Vivo coding was utilized to identify themes within each participant's response regarding the Paradigm's usefulness. Rather than force-fitting the data

into preexisting codes (Miles, Huberman, & Saldana, 2014), such inductive coding, deriving codes from the data, was applied to identify any themes and draw conclusions from the data.

### **Consideration of Ethical Issues**

There were several reasons that I needed to provide assurances that participants would be protected from reputational harm. First, since I was employed as a superintendent for a public school district in Illinois, I might have served in a collegial role among the participants and might have had occasion to interact with their respective superintendents and members of their school district's Boards of Education. In addition, since all research subjects can be identified as members of the Illinois Principals Association Board of Directors, it was necessary to reassure participants that the data collected in the study would only be used for the general purpose of learning about the perceptions that they had with regard to their own leadership attributes and competencies for the purposes of the study and that all information provided would remain confidential and would only be reported as group data with no identifying information.



## CHAPTER IV: RESULTS

The primary purpose of this study was to identify the extent to which themes existed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as a school leader at different levels of experience. Conjoined with that purpose, this study also sought to identify the extent to which the School Leader Paradigm can be used as a means to characterize school leader career development over time. To collect data for the study, content of The School Leader Paradigm was used to design a survey that was administered to Illinois Principals Association (IPA) Board of Directors participants at a leadership retreat on July 23, 2019. Participants were asked to rate the extent to which each School Leader Paradigm attribute was important for their development as a leader. In an open-ended item, participants were also asked to describe the extent to which the Paradigm could be used to characterize their career development over time. The numerical data set from the first part of the survey was collected and analyzed by using Microsoft Excel's data analysis tools. Responses to the open-ended item were analyzed through In Vivo coding. This chapter presents a sufficient reduction of the data that focuses on answering the research questions and supporting my conclusions.

### **Participant Response Rates**

All 21 of the participants returned the study's survey (a 100% response rate). All 21 participants (100%) responded that they believed to have sufficient familiarity with and understanding of the attributes contained within the School Leader Paradigm's intelligences to rate the extent of their importance in their development as a school leader. Among the 21 returned surveys, four contained portions in which the participant offered no responses in Part I (numerical portion); therefore, the responses in Part I of the survey for these four participants

were rendered unusable and omitted from the data analysis for the primary purposes of this study. Numerical data from among the remaining 17 survey participants were analyzed and is presented in the next section. Among the 21 returned surveys, 18 participants completed Part II (open-ended portion) of the survey. The open-ended responses from these 18 participants were analyzed and are presented in a separate, later section of this chapter.

### **Numerical Data Item Analysis**

To begin, I summarized participant's responses to the survey's demographic items. Such data is useful in understanding personal characteristics of participants, such as their gender and education level attained. These are displayed in Table 1.

Table 1

#### *Participant Demographic Data*

Item	N	%
Gender		
Male	15	71.4
Female	6	28.6
Grade Level of School Employed		
Elementary	6	28.6
Middle	7	33.3
High	7	33.3
Elementary-High	1	4.8
Most Recently Attained Higher Education Degree		
Bachelor's	0	0.0
Master's	14	66.7
Specialist's	5	23.8
Doctoral	2	9.5

Among the 21 participants, 15 identified themselves as male and six identified themselves as female. Six indicated that they were employed at an elementary school, seven indicated that they were employed at a middle or intermediate school, seven indicated that they were employed at a secondary or high school, and one indicated that they were employed at a school or schools that served grade levels ranging from elementary to secondary school students. While all the participants have at least a bachelor's degree, 14 indicated that their most recently attained higher education degree was a master's degree, five indicated that their most recently attained higher education degree was a specialist's degree, and two indicated that their most recently attained higher education degree was a doctoral degree.

To analyze the degree to which the survey is a consistent measure of the importance of the School Leader Paradigm 'competencies' and 'attributes' over time, I conducted a reliability analysis on participant's responses among each of the three 'intelligences.' To do this, I entered participant's responses into a Microsoft Excel worksheet and used the software's data analysis tools for descriptive statistics to compute Cronbach's alpha coefficients, which are presented in Table 2.

Table 2

*Reliability Analysis for Competencies*

Scale	Cronbach's Alpha
Personal Intelligence Competencies	
Wellness	.79
Growth Mindset	.84
Self-Management	.81
Innovation	.77
Social Intelligence Competencies	
Service	.87
(Table Continues)	

Table 2, Continued

Scale	Cronbach's Alpha
Community Building	.86
Capacity Building	.88
Influence	.83
Systems Intelligence Competencies	
Mission/Vision/Strategic Planning	.84
Operations and Management	.88
Teaching and Learning	.85
Cultural Responsiveness	.82

Commonly used to describe the extent to which survey items are a consistent measure of the same construct, Cronbach's alpha coefficients are expressed as numerals between 0 and 1. Coefficients should be both positive and as large as possible (Salkind, 2010). Coefficient scores for the competencies ranged from .77 to .88. The competency of Innovation, for example, had a coefficient of .77, and the competencies of Capacity Building and of Operations and Management both had coefficients of .88. Averaging the coefficients of all competencies yields an average of .84, indicating a high degree of reliability for the School Leader Paradigm Survey.

Once internal consistency reliability was determined, I calculated descriptive statistics that show the school leaders' ratings of the extent to which each School Leader Paradigm attributes under the four competencies and three intelligences (Personal, Social, and Systems) was important for their professional development for each 'intelligence' and at each of the four career phases of Aspiring, Launching, Building, and Mastering. School leaders rated the level of importance on a 4-point Likert scale from 1 being "Not Important" to 4 being "Very Important." Results are displayed in Tables 3-14.

Table 3 depicts descriptive statistics for attributes under the competencies for Personal Intelligence at the Aspiring Phase. Survey results show that participants viewed the following

attributes to be important to very important to their development at this Phase: Ethical (M=3.59), Optimistic (M=3.29), Accountable (M=3.24), and Resilient (M=3.06). Of these attributes, Ethical was most important, as all the leaders indicated this attribute to be important (41.2%) to very important (58.8%) to their development. Among the four attributes identified as important to school leader development, two most important (Ethical and Optimistic) are associated with the broader competency of Wellness. Participants viewed the least important attributes to be Reflective (M=2.47), Intentional (M=2.35), Balanced (M=2.24), Fit/Healthy (M=2.18), and Creative (M=2.18). Among these five attributes, two (Reflective and Intentional) are associated with the broader competency of Growth Mindset. Over half (58.8% and 52.9%, respectively) of the school leaders rated Creative and Fit/Healthy as not important to somewhat important at the Aspiring Phase.

Table 3

*Descriptive Statistics for Attributes under Personal Intelligence at the Aspiring Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Wellness						
Ethical	3.59	.49	0.0%	0.0%	41.2%	58.8%
Fit/Healthy	2.18	.98	35.3%	17.6%	41.2%	5.9%
Optimistic	3.29	.75	0.0%	17.6%	35.3%	47.1%
Self-aware	2.53	.98	11.8%	47.1%	17.6%	23.5%
Growth Mindset						
Humble	2.59	1.24	29.4%	17.6%	17.6%	35.3%
Reflective	2.47	1.04	23.5%	23.5%	35.3%	17.6%
Intentional	2.35	1.03	29.4%	17.6%	41.2%	11.8%
Accountable	3.24	.94	5.9%	17.6%	23.5%	52.9%
Self-Management						
Organized	2.65	.90	11.7%	29.4%	41.2%	17.6%
Balanced	2.24	.88	23.5%	35.3%	35.3%	5.9%

(Table Continues)

(Table 3, Continued)

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Self-controlled	2.59	.91	11.8%	35.3%	35.3%	17.6%
Self-confident	2.76	.94	11.8%	23.5%	41.2%	23.5%
Innovation						
Creative	2.18	.78	23.5%	35.3%	41.2%	0.0%
Adaptive	2.71	.96	11.8%	29.4%	35.3%	23.5%
Resilient	3.06	.87	5.9%	17.6%	41.2%	35.3%
Courageous	2.71	.89	11.8%	23.5%	47.1%	17.6%

Table 4 depicts descriptive statistics for attributes under the competencies for Personal Intelligence at the Launching Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Ethical (M=3.76), Optimistic (M=3.47), Accountable (M=3.41), Resilient (M=3.35), and Humble (M=3.18). Of these attributes, Ethical was most important, as all the leaders indicated this attribute to be important (23.5%) to very important (76.5%) to their development. Among the five attributes identified as important to school leader development, two most important (Ethical and Optimistic) are associated with the broader competency of Wellness, and two (Accountable and Humble) are associated with the broader competency of Growth Mindset. Participants viewed the least important attributes to be Courageous (M=2.94), Intentional (M=2.88), Creative (M=2.76), Balanced (M=2.71), and Fit/Healthy (M=2.35). Among these five attributes, two (Courageous and Creative) are associated with the broader competency of Innovation. Over half (52.9%) of the school leaders rated Fit/Healthy as not important to somewhat important at the Launching Phase.

Table 4

*Descriptive Statistics for Attributes under Personal Intelligence at the Launching Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Wellness						
Ethical	3.76	.42	0.0%	0.0%	23.5%	76.5%
Fit/Healthy	2.35	.84	17.6%	35.3%	41.2%	5.9%
Optimistic	3.47	.70	0.0%	11.8%	29.4%	58.8%
Self-aware	3.06	.64	0.0%	17.6%	58.8%	23.5%
Growth Mindset						
Humble	3.18	.86	5.9%	11.8%	41.2%	41.2%
Reflective	3.12	.68	0.0%	17.6%	52.9%	29.4%
Intentional	2.88	.58	0.0%	23.5%	64.7%	11.8%
Accountable	3.41	.60	0.0%	5.9%	47.1%	47.1%
Self-Management						
Organized	3.12	.90	5.9%	17.6%	35.3%	41.2%
Balanced	2.71	.82	5.9%	35.3%	41.2%	17.6%
Self-controlled	3.06	.73	0.0%	23.5%	47.1%	29.4%
Self-confident	3.06	.80	0.0%	29.4%	35.3%	35.3%
Innovation						
Creative	2.76	.64	0.0%	35.3%	52.9%	11.8%
Adaptive	3.18	.71	0.0%	17.6%	47.1%	35.3%
Resilient	3.35	.76	0.0%	17.6%	29.4%	52.9%
Courageous	2.94	.87	5.9%	23.5%	41.2%	29.4%

Table 5 depicts descriptive statistics for attributes under the competencies for Personal Intelligence at the Building Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Ethical (M=3.82), Accountable (M=3.82), Reflective (M=3.82), Optimistic (M=3.76), and Resilient (M=3.65). Of these attributes, Reflective was most important, as all the leaders indicated this attribute to be important (17.6%) to very important (82.4%) to their development. Among the five attributes

identified as important to school leader development, two most important (Ethical and Optimistic) are associated with the broader competency of Wellness, and two (Accountable and Reflective) are associated with the broader competency of Growth Mindset. Participants viewed the least important attributes to be Self-confident (M=3.35), Self-controlled (M=3.24), Creative (M=3.24), Balanced (M=3.24), and Fit/Healthy (M=2.94). Among these five attributes, three (Self-confident, Self-controlled, and Balanced) are associated with the broader competency of Self-Management. Nearly one-quarter (23.5%) of the school leaders rated Fit/Healthy as somewhat important at the Building Phase.

Table 5

*Descriptive Statistics for Attributes under Personal Intelligence at the Building Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Wellness						
Ethical	3.82	.51	0.0%	5.9%	5.9%	88.2%
Fit/Healthy	2.94	.64	0.0%	23.5%	58.8%	17.6%
Optimistic	3.76	.42	0.0%	0.0%	23.5%	76.5%
Self-aware	3.35	.68	0.0%	11.8%	41.2%	47.1%
Growth Mindset						
Humble	3.47	.70	0.0%	11.8%	29.4%	58.8%
Reflective	3.82	.38	0.0%	0.0%	17.6%	82.4%
Intentional	3.53	.50	0.0%	0.0%	47.1%	52.9%
Accountable	3.82	.51	0.0%	5.9%	5.9%	88.2%
Self-Management						
Organized	3.53	.61	0.0%	5.9%	35.3%	58.8%
Balanced	3.24	.81	5.9%	5.9%	47.1%	41.2%
Self-controlled	3.24	.55	0.0%	5.9%	64.7%	29.4%
Self-confident	3.35	.68	0.0%	11.8%	41.2%	47.1%
Innovation						
Creative	3.24	.55	0.0%	5.9%	64.7%	29.4%
(Table Continues)						



Table 5, Continued

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Adaptive	3.53	.61	0.0%	5.9%	35.3%	58.8%
Resilient	3.65	.48	0.0%	0.0%	35.3%	64.7%
Courageous	3.59	.60	0.0%	5.9%	29.4%	64.7%

Table 6 depicts descriptive statistics for attributes under the competencies for Personal Intelligence at the Mastering Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Reflective (M=3.88), Ethical (M=3.82), Optimistic (M=3.82), Intentional (M=3.82), and Resilient (M=3.76). Of these attributes, Ethical was most important, as all except one of the leaders indicated this attribute to be very important (94.1%) to their development. Among the five attributes identified as important to school leader development, two most important (Ethical and Optimistic) are associated with the broader competency of Wellness, and two (Reflective and Intentional) are associated with the broader competency of Growth Mindset. Participants viewed the least important attributes to be Self-aware (M=3.47), Creative (M=3.47), Self-controlled (M=3.41), Humble (M=3.35), and Fit/Healthy (M=3.24). Among these five attributes, two (Self-aware and Fit/Healthy) are associated with the broader competency of Wellness. Nearly one-quarter (23.5%) of the school leaders rated Fit/Healthy as somewhat important at the Mastering Phase.

Table 6

*Descriptive Statistics for Attributes under Personal Intelligence at the Mastering Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Wellness						
Ethical	3.82	.71	5.9%	0.0%	0.0%	94.1%
Fit/Healthy	3.24	.81	0.0%	23.5%	29.4%	47.1%
Optimistic	3.82	.38	0.0%	0.0%	17.6%	82.4%
Self-aware	3.47	.70	0.0%	11.8%	29.4%	58.8%
Growth Mindset						
Humble	3.35	.97	11.8%	0.0%	29.4%	58.8%
Reflective	3.88	.32	0.0%	0.0%	11.8%	88.2%
Intentional	3.82	.38	0.0%	0.0%	17.6%	82.4%
Accountable	3.76	.73	5.9%	0.0%	5.9%	88.2%
Self-Management						
Organized	3.65	.76	5.9%	0.0%	17.6%	76.5%
Balanced	3.71	.46	0.0%	0.0%	29.4%	70.6%
Self-controlled	3.41	.77	5.9%	0.0%	41.2%	52.9%
Self-confident	3.71	.46	0.0%	0.0%	29.4%	70.6%
Innovation						
Creative	3.47	.50	0.0%	0.0%	52.9%	47.1%
Adaptive	3.53	.78	5.9%	0.0%	29.4%	64.7%
Resilient	3.76	.42	0.0%	0.0%	23.5%	76.5%
Courageous	3.71	.46	0.0%	0.0%	29.4%	70.6%

Table 7 depicts descriptive statistics for attributes under the competencies for Social Intelligence at the Aspiring Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Trustworthy (M=4.47), Attentive (M=3.12), and Relational (M=3.12). Of these attributes, Trustworthy was most important, as the leaders indicated this attribute to be important (29.4%) to very important (58.8%) to their development. Participants viewed the least important attributes to be Conciliatory (M=2.35), Facilitative (M=2.29), Catalytic (M=2.18), Empowering (M=2.12), and

Guiding (M=1.94). Among these five attributes, three (Facilitative, Empowering, and Guiding) are associated with the broader competency of Capacity Building. Over three-quarters (76.5%) of the school leaders rated Guiding as not important to somewhat important at the Aspiring Phase.

Table 7

*Descriptive Statistics for Attributes under Social Intelligence at the Aspiring Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Service						
Empathetic	2.65	.97	11.8%	35.3%	29.4%	23.5%
Trustworthy	4.47	.70	0.0%	11.8%	29.4%	58.8%
Generous	2.76	.94	11.8%	23.5%	41.2%	23.5%
Protective	2.59	1.03	23.5%	11.8%	47.1%	17.6%
Community Building						
Relational	3.12	1.02	11.8%	11.8%	29.4%	47.1%
Collaborative	2.76	.94	11.8%	23.5%	41.2%	23.5%
Connective	2.59	.77	11.8%	23.5%	58.8%	5.9%
Conciliatory	2.35	.84	17.6%	35.3%	41.2%	5.9%
Capacity Building						
Empowering	2.12	.83	23.5%	47.1%	23.5%	5.9%
Guiding	1.94	.73	29.4%	47.1%	23.5%	0.0\$
Resourceful	2.41	1.03	23.5%	29.4%	29.4%	17.6%
Facilitative	2.29	.82	17.6%	41.2%	35.3%	5.9%
Influence						
Attentive	3.12	.90	0.0%	35.3%	17.6%	47.1%
Communicative	2.82	.78	5.9%	23.5%	52.9%	17.6%
Motivational	2.88	.90	5.9%	29.4%	35.3%	29.4%
Catalytic	2.18	.78	17.6%	52.9%	23.5%	5.9%

Table 8 depicts descriptive statistics for attributes under the competencies for Social Intelligence at the Launching Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Trustworthy

(M=3.65), Attentive (M=3.35), Relational (M=3.35), Generous (M=3.29), and Motivational (M=3.24). Of these attributes, Trustworthy was most important, as all the leaders indicated this attribute to be important (35.3%) to very important (64.7%) to their development. Among the five attributes identified as important to school leader development, two (Trustworthy and Generous) are associated with the broader competency of Service, and two (Attentive and Motivational) are associated with the broader competency of Influence. Participants viewed the least important attributes to be Catalytic (M=2.88), Resourceful (M=2.82), Empowering (M=2.71), Guiding (M=2.59), and Facilitative (M=2.59). Among these five attributes, four (Empowering, Guiding, and Facilitative) are associated with the broader competency of Capacity Building.

Table 8

*Descriptive Statistics for Attributes under Social Intelligence at the Launching Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Service						
Empathetic	3.00	.84	0.0%	35.3%	29.4%	35.3%
Trustworthy	3.65	.48	0.0%	0.0%	35.3%	64.7%
Generous	3.29	.75	0.0%	17.6%	35.3%	47.1%
Protective	3.00	.84	5.9%	17.6%	47.1%	29.4%
Community Building						
Relational	3.35	.90	5.9%	11.8%	23.5%	58.8%
Collaborative	3.24	.73	0.0%	17.6%	41.2%	41.2%
Connective	3.00	.59	0.0%	17.6%	64.7%	17.6%
Conciliatory	2.94	.64	0.0%	23.5%	58.8%	17.6%
Capacity Building						
Empowering	2.71	.75	5.9%	29.4%	52.9%	11.8%
Guiding	2.59	.69	5.9%	35.3%	52.9%	5.9%
Resourceful	2.82	.92	11.8%	17.6%	47.1%	23.5%

(Table Continues)

Table 8, Continued

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Facilitative	2.59	.77	11.8%	23.5%	58.8%	5.9%
Influence						
Attentive	3.35	.59	0.0%	5.9%	52.9%	41.2%
Communicative	3.18	.62	0.0%	11.8%	58.8%	29.4%
Motivational	3.24	.73	0.0%	17.6%	41.2%	41.2%
Catalytic	2.88	.76	5.9%	17.6%	58.8%	17.6%

Table 9 depicts descriptive statistics for attributes under the competencies for Social Intelligence at the Building Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Trustworthy (M=3.76), Communicative (M=3.65), Attentive (M=3.53), Motivational (M=3.53), and Relational (M=3.47). Of these attributes, Communicative and Motivational were most important, as all the leaders indicated these attributes to be important (35.3% and 47.1%, respectively) to very important (64.7% and 52.9%, respectively) to their development. Among the five attributes identified as important to school leader development, three (Communicative, Attentive, and Motivational) are associated with the broader competency of Influence. Participants viewed the least important attributes to be Collaborative (M=3.35), Connective (M=3.29), Catalytic (M=3.24), Conciliatory (M=3.24), and Facilitative (M=3.18). Among these five attributes, three (Collaborative, Connective, and Conciliatory) are associated with the broader competency of Community Building.

Table 9

*Descriptive Statistics for Attributes under Social Intelligence at the Building Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Service						
Empathetic	3.35	.68	0.0%	11.8%	41.2%	47.1%
Trustworthy	3.76	.55	0.0%	5.9%	11.8%	82.4%
Generous	3.47	.61	0.0%	5.9%	41.2%	52.9%
Protective	3.35	.68	0.0%	11.8%	41.2%	47.1%
Community Building						
Relational	3.47	.78	0.0%	17.6%	17.6%	64.7%
Collaborative	3.35	.59	0.0%	5.9%	52.9%	41.2%
Connective	3.29	.67	0.0%	11.8%	47.1%	41.2%
Conciliatory	3.24	.64	0.0%	11.8%	52.9%	35.3%
Capacity Building						
Empowering	3.47	.61	0.0%	5.9%	41.2%	52.9%
Guiding	3.35	.68	0.0%	11.8%	41.2%	47.1%
Resourceful	3.41	.60	0.0%	5.9%	47.1%	47.1%
Facilitative	3.18	.71	0.0%	17.6%	47.1%	35.3%
Influence						
Attentive	3.53	.61	0.0%	5.9%	35.3%	58.8%
Communicative	3.65	.48	0.0%	0.0%	35.3%	64.7%
Motivational	3.53	.50	0.0%	0.0%	47.1%	52.9%
Catalytic	3.24	.73	0.0%	17.6%	41.2%	41.2%

Table 10 depicts descriptive statistics for attributes under the competencies for Social Intelligence at the Mastering Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Communicative (M=3.88), Empowering (M=3.76), Trustworthy (M=3.76), Resourceful (M=3.71), and Motivational (M=3.71). Of these attributes, Collaborative, Empowering, Resourceful, Communicative, and Motivational were most important, as all the leaders indicated these attributes to be important to very important to their development. Among the five attributes

identified as important to school leader development, two (Empowering and Resourceful) are associated with the broader competency of Capacity Building, and two (Communicative and Motivational) are associated with the broader competency of Influence. Participants viewed the least important attributes to be Relational (M=3.53), Connective (M=3.53), Catalytic (M=3.47), Facilitative (M=3.41), and Conciliatory (M=3.18). Among these five attributes, three (Relational, Connective, and Conciliatory) are associated with the broader competency of Community Building.

Table 10

*Descriptive Statistics for Attributes under Social Intelligence at the Mastering Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Service						
Empathetic	3.53	.78	5.9%	0.0%	29.4%	64.7%
Trustworthy	3.76	.73	5.9%	0.0%	5.9%	88.2%
Generous	3.53	.78	5.9%	0.0%	29.4%	64.7%
Protective	3.65	.76	5.9%	0.0%	17.6%	76.5%
Community Building						
Relational	3.53	.78	5.9%	0.0%	29.4%	64.7%
Collaborative	3.71	.46	0.0%	0.0%	29.4%	70.6%
Connective	3.53	.78	5.9%	0.0%	29.4%	64.7%
Conciliatory	3.18	.71	5.9%	0.0%	64.7%	29.4%
Capacity Building						
Empowering	3.76	.42	0.0%	0.0%	23.5%	76.5%
Guiding	3.71	.75	5.9%	0.0%	11.8%	82.4%
Resourceful	3.71	.46	0.0%	0.0%	29.4%	70.6%
Facilitative	3.41	.84	5.9%	5.9%	29.4%	58.8%
Influence						
Attentive	3.59	.77	5.9%	0.0%	23.5%	70.6%
Communicative	3.88	.32	0.0%	0.0%	11.8%	88.2%
Motivational	3.71	.46	0.0%	0.0%	29.4%	70.6%
Catalytic	3.47	.78	5.9%	0.0%	35.3%	58.8%

Table 11 depicts descriptive statistics for attributes under the competencies for Systems Intelligence at the Aspiring Phase. Survey results show that participants viewed the attribute of Responsible (M=3.24) as most important, as leaders indicated this attribute to be important (47.1%) to very important (41.2%) to their development at this phase. This attribute is associated with the broader competency of Operations and Management. Participants viewed the least important attributes to be Diagnostic (M=2.00), Pedagogic (M=2.00), Global (M=2.00), and Advocative (M=1.88). Among these four attributes, two (Diagnostic and Pedagogic) are associated with the broader competency of Teaching and Learning, and two (Global and Advocative) are associated with Cultural Responsiveness. Over four-fifths (82.4%) of the school leaders rated Advocative as not important to somewhat important at the Aspiring Phase.

Table 11

*Descriptive Statistics for Attributes under Systems Intelligence at the Aspiring Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Mission/Vision/Strategic Planning						
Analytic	2.12	1.08	35.5%	35.5%	11.8%	17.6%
Strategic	2.18	.92	23.5%	47.1%	17.6%	11.8%
Articulate	2.53	.92	17.6%	23.5%	47.1%	11.8%
Visionary	2.35	.84	17.6%	35.3%	41.2%	5.9%
Operations and Management						
Responsible	3.24	.81	5.9%	5.9%	47.1%	41.2%
Transformative	2.12	.83	29.4%	29.4%	41.2%	0.0%
Responsive	2.82	1.10	17.6%	17.6%	29.4%	35.3%
Methodical	2.35	.97	23.5%	29.4%	35.3%	11.8%
Teaching and Learning						
Diagnostic	2.00	1.03	41.2%	29.4%	17.6%	11.8%
Knowledgeable	2.53	.70	5.9%	41.2%	47.1%	5.9%
Pedagogic	2.00	.69	23.5%	52.9%	23.5%	0.0%

(Table Continues)



Table 11, Continued

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Evaluative	2.29	.89	23.5%	29.4%	41.2%	5.9%
Cultural Responsiveness						
Visible	2.82	.86	5.9%	29.4%	41.2%	23.5%
Affiliative	2.76	1.00	11.8%	29.4%	29.4%	29.4%
Advocative	1.88	.83	35.3%	47.1%	11.8%	5.9%
Global	2.00	.84	29.4%	47.1%	17.6%	5.9%

Table 12 depicts descriptive statistics for attributes under the competencies for Systems Intelligence at the Launching Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Visible (M=3.71), Responsive (M=3.47), Responsible (M=3.47), Articulate (M=3.06), and Knowledgeable (M=3.06). Of these attributes, Responsible was most important, as all the leaders indicated this attribute to be important (52.9%) to very important (47.1%) to their development. Among the five attributes identified as important to school leader development, two (Responsive and Responsible) are associated with the broader competency of Operations and Management. Participants viewed the least important attributes to be Analytic (M=2.71), Transformative (M=2.47), Advocative (M=2.35), and Global (M=2.35). Among these four attributes, two (Advocative and Global) are associated with the broader competency of Cultural Responsiveness. Over half (58.9%, 58.9%, and 58.8%, respectively) of the school leaders rated Advocative, Global, and Transformative as not important to somewhat important at the Launching Phase.

Table 12

*Descriptive Statistics for Attributes under Systems Intelligence at the Launching Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Mission/Vision/Strategic Planning						
Analytic	2.71	.75	5.9%	29.4%	52.9%	11.8%
Strategic	2.94	.64	0.0%	23.5%	58.8%	17.6%
Articulate	3.06	.73	5.9%	5.9%	64.7%	23.5%
Visionary	2.76	.81	11.8%	11.8%	64.7%	11.8%
Operations and Management						
Responsible	3.47	.50	0.0%	0.0%	52.9%	47.1%
Transformative	2.47	.78	5.9%	52.9%	29.4%	11.8%
Responsive	3.47	.70	0.0%	11.8%	29.4%	58.8%
Methodical	2.76	.64	0.0%	35.3%	52.9%	11.8%
Teaching and Learning						
Diagnostic	2.88	.96	5.9%	35.3%	23.5%	35.3%
Knowledgeable	3.06	.73	0.0%	23.5%	47.1%	29.4%
Pedagogic	2.76	.88	5.9%	35.3%	35.3%	23.5%
Evaluative	2.82	.51	0.0%	23.5%	70.6%	5.9%
Cultural Responsiveness						
Visible	3.71	.57	0.0%	5.9%	17.6%	76.5%
Affiliative	2.94	.94	5.9%	29.4%	29.4%	35.3%
Advocative	2.35	.76	11.8%	47.1%	35.3%	5.9%
Global	2.35	.76	11.8%	47.1%	35.3%	5.9%

Table 13 depicts descriptive statistics for attributes under the competencies for Systems Intelligence at the Building Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Visible (M=3.65), Responsible (M=3.59), Evaluative (M=3.59), Visionary (M=3.53), and Articulate (M=3.47). Of these attributes, Articulate, Visionary, and Evaluative were most important, as all the leaders indicated these attributes to be important (52.9%, 47.1%, and 41.2%, respectively) to very

important (47.1%, 47.1%, and 58.8%, respectively) to their development. Among the five attributes identified as important to school leader development, two (Visionary and Articulate) are associated with the broader competency of Mission, Vision, and Strategic Planning. Participants viewed the least important attributes to be Advocative (M=3.24), Methodical (M=3.24), Analytic (M=3.12), Transformative (M=3.12), and Global (M=3.06). Among these five attributes, two (Methodical and Transformative) are associated with the broader competency of Operations and Management, and two (Advocative and Global) are associated with the broader competency of Cultural Responsiveness.

Table 13

*Descriptive Statistics for Attributes under Systems Intelligence at the Building Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Mission/Vision/Strategic Planning						
Analytic	3.12	.58	0.0%	11.8%	64.7%	23.5%
Strategic	3.41	.60	0.0%	5.9%	47.1%	47.1%
Articulate	3.47	.50	0.0%	0.0%	52.9%	47.1%
Visionary	3.53	.50	0.0%	0.0%	47.1%	52.9%
Operations and Management						
Responsible	3.59	.60	0.0%	5.9%	29.4%	64.7%
Transformative	3.12	.58	0.0%	11.8%	64.7%	23.5%
Responsive	3.41	.60	0.0%	5.9%	47.1%	47.1%
Methodical	3.24	.64	0.0%	11.8%	52.9%	35.3%
Teaching and Learning						
Diagnostic	3.29	.67	0.0%	11.8%	47.1%	41.2%
Knowledgeable	3.29	.57	0.0%	5.9%	58.8%	35.3%
Pedagogic	3.35	.59	0.0%	5.9%	52.9%	41.2%
Evaluative	3.59	.49	0.0%	0.0%	41.2%	58.8%
Cultural Responsiveness						
Visible	3.65	.68	0.0%	11.8%	11.8%	76.5%

(Table Continues)

Table 13, Continued

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Affiliative	3.35	.76	0.0%	17.6%	29.4%	52.9%
Advocative	3.24	.55	0.0%	5.9%	64.7%	29.4%
Global	3.06	.73	0.0%	23.5%	47.1%	29.4%

Table 14 depicts descriptive statistics for attributes under the competencies for Systems Intelligence at the Mastering Phase. Survey results show that participants viewed the following attributes to be important to very important to their development at this phase: Visionary (M=3.82), Evaluative (M=3.82), Advocative (M=3.76), Visible (M=3.76), and Articulate (M=3.71). Of these attributes, Visible was most important, as all the leaders indicated this attribute to be important (5.9%) to very important (88.2%) to their development. Among the five attributes identified as important to school leader development, two (Visionary and Articulate) are associated with the broader competency of Mission, Vision, and Strategic Planning, and two (Advocative and Visible) are associated with the broader competency of Cultural Responsiveness. Participants viewed the least important attributes to be Diagnostic (M=3.53), Strategic (M=3.53), Responsive (M=3.53), Affiliative (M=3.47), and Analytic (M=3.35). Among these five attributes, two (Strategic and Analytic) are associated with the competency of Mission, Vision, and Strategic Planning.

Table 14

*Descriptive Statistics for Attributes under Systems Intelligence at the Mastering Phase*

Item	M	SD	Not Important		Very Important	
			1	2	3	4
Mission/Vision/Strategic Planning						
Analytic	3.35	.84	5.9%	5.9%	35.3%	52.9%
Strategic	3.53	.78	5.9%	0.0%	29.4%	64.7%
Articulate	3.71	.46	0.0%	0.0%	29.4%	70.6%
Visionary	3.82	.38	0.0%	0.0%	17.6%	82.4%
Operations and Management						
Responsible	3.65	.76	5.9%	0.0%	17.6%	76.5%
Transformative	3.59	.49	0.0%	0.0%	41.2%	58.8%
Responsive	3.53	.78	5.9%	0.0%	29.4%	64.7%
Methodical	3.59	.60	0.0%	5.9%	29.4%	64.7%
Teaching and Learning						
Diagnostic	3.53	.61	0.0%	5.9%	35.3%	58.8%
Knowledgeable	3.59	.77	5.9%	0.0%	23.5%	70.6%
Pedagogic	3.71	.46	0.0%	0.0%	29.4%	70.6%
Evaluative	3.82	.38	0.0%	0.0%	17.6%	82.4%
Cultural Responsiveness						
Visible	3.76	.73	5.9%	0.0%	5.9%	88.2%
Affiliative	3.47	.78	5.9%	0.0%	35.3%	58.8%
Advocative	3.76	.42	0.0%	0.0%	23.5%	76.5%
Global	3.59	.69	0.0%	11.8%	17.6%	70.6%

Aiming to reveal themes from the data regarding the extent to which reputable school leaders could identify attributes that were important to their development as a school leader at different levels of experience, I sorted the means for each attribute according to the four leadership development phases. Displayed in Table 15, the importance of each attribute can visually be compared across the leadership development phases. By calculating the average of each attribute's mean for each of the leadership development phases, the attributes (along with

their respective means) that were rated as most important across the leadership development phases are as follows: Ethical (M=3.75), Trustworthy (M=3.66), Optimistic (M=3.59), Accountable (M=3.56), Responsible (M=3.49), Visible (M=3.49), Resilient (M=3.46), Attentive (M=3.40), Communicative (M=3.38), Relational (M=3.37), Motivational (M=3.34), Reflective (M=3.32), Responsive (M=3.31), Courageous (M=3.24), Intentional (M=3.15), Evaluative (M=3.13), Visionary (M=3.12), and Empowering (M=3.01). Among these attributes, Ethical was consistently ranked highest across the first three phases of development. A comparison of the attributes that were ranked among the highest at each development phase reveals that Ethical and Optimistic consistently appeared among the highest ranked attributes. Furthermore, Trustworthy appeared three times, and Reflective and Accountable appeared twice across the first four development phases.

Table 15

*Most to Least Important Attribute Means for Each Leadership Development Phase*

<u>Aspiring Phase</u>		<u>Launching Phase</u>		<u>Building Phase</u>		<u>Mastering Phase</u>	
Attribute	Mean	Attribute	Mean	Attribute	Mean	Attribute	Mean
Ethical	3.59	Ethical	3.76	Ethical	3.82	Reflective	3.88
Trustworthy	3.47	Visible	3.71	Accountable	3.82	Communicative	3.88
Optimistic	3.29	Trustworthy	3.65	Reflective	3.82	Ethical	3.82
Accountable	3.24	Optimistic	3.47	Trustworthy	3.76	Optimistic	3.82
Responsible	3.24	Responsive	3.47	Optimistic	3.76	Intentional	3.82
Attentive	3.12	Responsible	3.47	Communicative	3.65	Visionary	3.82
Relational	3.12	Accountable	3.41	Resilient	3.65	Evaluative	3.82
Resilient	3.06	Resilient	3.35	Visible	3.65	Empowering	3.76
Motivational	2.88	Attentive	3.35	Responsible	3.59	Advocative	3.76
Communicative	2.82	Relational	3.35	Courageous	3.59	Resilient	3.76
Visible	2.82	Generous	3.29	Evaluative	3.59	Accountable	3.76
Responsive	2.82	Motivational	3.24	Attentive	3.53	Visible	3.76
Generous	2.76	Collaborative	3.24	Organized	3.53	Trustworthy	3.76
Collaborative	2.76	Communicative	3.18	Adaptive	3.53	Resourceful	3.71
Self-confident	2.76	Humble	3.18	Intentional	3.53	Motivational	3.71
Affiliative	2.76	Adaptive	3.18	Motivational	3.53	Articulate	3.71
Adaptive	2.71	Organized	3.12	Visionary	3.53	Pedagogic	3.71
Courageous	2.71	Reflective	3.12	Relational	3.47	Collaborative	3.71
Organized	2.65	Self-confident	3.06	Humble	3.47	Balanced	3.71
Empathetic	2.65	Self-aware	3.06	Empowering	3.47	Self-confident	3.71
Humble	2.59	Articulate	3.06	Generous	3.47	Courageous	3.71

(Table Continues)

Table 15, Continued

<u>Aspiring Phase</u>		<u>Launching Phase</u>		<u>Building Phase</u>		<u>Mastering Phase</u>	
Attribute	Mean	Attribute	Mean	Attribute	Mean	Attribute	Mean
Protective	2.59	Knowledgeable	3.06	Articulate	3.47	Guiding	3.71
Connective	2.59	Self-controlled	3.06	Resourceful	3.41	Responsible	3.65
Self-controlled	2.59	Connective	3.00	Strategic	3.41	Protective	3.65
Self-aware	2.53	Empathetic	3.00	Responsive	3.41	Organized	3.65
Articulate	2.53	Protective	3.00	Affiliative	3.35	Global	3.59
Knowledgeable	2.53	Courageous	2.94	Self-aware	3.35	Methodical	3.59
Reflective	2.47	Strategic	2.94	Guiding	3.35	Transformative	3.59
Resourceful	2.41	Conciliatory	2.94	Empathetic	3.35	Attentive	3.59
Intentional	2.35	Affiliative	2.94	Protective	3.35	Knowledgeable	3.59
Visionary	2.35	Intentional	2.88	Self-confident	3.35	Diagnostic	3.53
Methodical	2.35	Diagnostic	2.88	Pedagogic	3.35	Strategic	3.53
Conciliatory	2.35	Catalytic	2.88	Collaborative	3.35	Responsive	3.53
Evaluative	2.29	Evaluative	2.82	Knowledgeable	3.29	Empathetic	3.53
Facilitative	2.29	Resourceful	2.82	Diagnostic	3.29	Generous	3.53
Balanced	2.24	Visionary	2.76	Connective	3.29	Relational	3.53
Fit/Healthy	2.18	Methodical	2.76	Advocative	3.24	Connective	3.53
Creative	2.18	Creative	2.76	Self-controlled	3.24	Adaptive	3.53
Catalytic	2.18	Pedagogic	2.76	Creative	3.24	Self-aware	3.47
Strategic	2.18	Balanced	2.71	Catalytic	3.24	Catalytic	3.47
Empowering	2.12	Empowering	2.71	Methodical	3.24	Affiliative	3.47
Analytic	2.12	Analytic	2.71	Conciliatory	3.24	Creative	3.47
Transformative	2.12	Guiding	2.59	Balanced	3.24	Facilitative	3.41
Diagnostic	2.00	Facilitative	2.59	Facilitative	3.18	Self-controlled	3.41
Pedagogic	2.00	Transformative	2.47	Analytic	3.12	Humble	3.35
Global	2.00	Fit/Healthy	2.35	Transformative	3.12	Analytic	3.35
Guiding	1.94	Advocative	2.35	Global	3.06	Fit/Healthy	3.24
Advocative	1.88	Global	2.35	Fit/Healthy	2.94	Conciliatory	3.18

Similarly, I identified the attributes that were rated as least important across the leadership development phases. By calculating the average of each attribute's mean for each of the leadership development phases, the attributes (along with their respective means) that were rated as least important across all four leadership development phases are as follows: Methodical (M=2.99), Balanced (M=2.97), Pedagogic (M=2.96), Catalytic (M=2.94), Conciliatory (M=2.93), Diagnostic (M=2.93), Creative (M=2.91), Guiding (M=2.90), Facilitative (M=2.87), Analytic (M=2.82), Transformative (M=2.82), Advocative (M=2.81), Global (M=2.75), and Fit/Healthy (M=2.68).

The data revealed patterns regarding the level of importance of the attributes across the leadership development phases (Table 15), so further analysis was needed to understand the patterns.

A calculation of the average means for all attributes at each leadership development phase revealed increases in overall attribute importance from the Aspiring Phase through the Mastering Phase. The average means for all attributes increased from 2.57 at the Aspiring Phase to 3.02 at the Launching Phase to 3.42 at the Building Phase to 3.62 at the Mastering Phase. To further analyze the data, I compared the means of each attribute from one leadership development phase to the next (i.e. Aspiring to Launching, Launching to Building, and Building to Mastering). Among the 144 comparisons, I found 139 instances in which attributes were rated as more important at successive leadership development phases. Because such comparative data merely indicated that participants found each attribute as increasingly important during successive leadership development phases, I also found it necessary to further analyze the data by ranking the order in which participants found each attribute important at each of the leadership development phases and then comparing each rank between each successive phase.

Again utilizing a Microsoft Excel worksheet, I assigned a value that corresponded to the numerical rank for each of the 48 attributes within each of the four leadership development phases. For example, the attribute of Ethical was rated by participants as the most important at the Aspiring Phase, so it was assigned a value of 48. Similarly, the attribute of Advocative was rated as the least important at the Aspiring Phase, so it was assigned a value of 1. Having assigned a value for each attribute within each leadership development phase, I calculated the sum of each attribute's value within each leadership development phase in order to arrive at a holistic value and then sorted the attribute rankings from most important to least important. The



results of this data sorting method, which aided in the visual and comparative analysis of the data across the leadership development phases, are displayed in Table 16.

Table 16

*Most to Least Important Attribute Rankings for each Leadership Development Phase*

Attribute	Leadership Development Phases			
	Aspiring Phase Rank	Launching Phase Rank	Building Phase Rank	Mastering Phase Rank
Ethical	48	48	48	46
Optimistic	46	45	44	45
Trustworthy	47	46	45	36
Accountable	45	42	47	38
Communicative	39	35	43	47
Resilient	41	41	42	39
Visible	38	47	41	37
Responsible	44	43	40	26
Reflective	21	31	46	48
Motivational	40	37	33	34
Attentive	43	40	37	20
Relational	42	39	31	13
Organized	30	32	36	24
Responsive	37	44	24	16
Courageous	31	22	39	28
Collaborative	35	36	16	31
Generous	36	38	28	14
Intentional	19	18	34	44
Adaptive	32	33	35	11
Articulate	23	28	27	33
Self-confident	34	30	18	29
Evaluative	15	15	38	42
Visionary	18	13	32	43
Humble	28	34	30	4
Resourceful	20	14	26	35
Protective	27	23	19	25
Empathetic	29	24	20	15
Empowering	8	8	29	41
Self-aware	24	29	22	10
Affiliative	33	19	23	8
Knowledgeable	22	27	15	19
Connective	26	25	13	12
Strategic	9	21	25	17
Self-controlled	25	26	11	5
Pedagogic	4	10	17	32
Methodical	17	12	8	22
Balanced	13	9	6	30
Guiding	2	6	21	27
Advocative	1	2	12	40
Diagnostic	5	17	14	18
Catalytic	10	16	9	9
Conciliatory	16	20	7	1
Creative	11	11	10	7
Transformative	6	4	3	21
Facilitative	14	5	5	6
Global	3	1	2	23
Analytic	7	7	4	3
Fit/Healthy	12	3	1	2

This sorting method also provided for ease with which to create graphs, further aiding in the interpretation of the data. Figure 4, for example, displays the attribute rankings for each development phase.

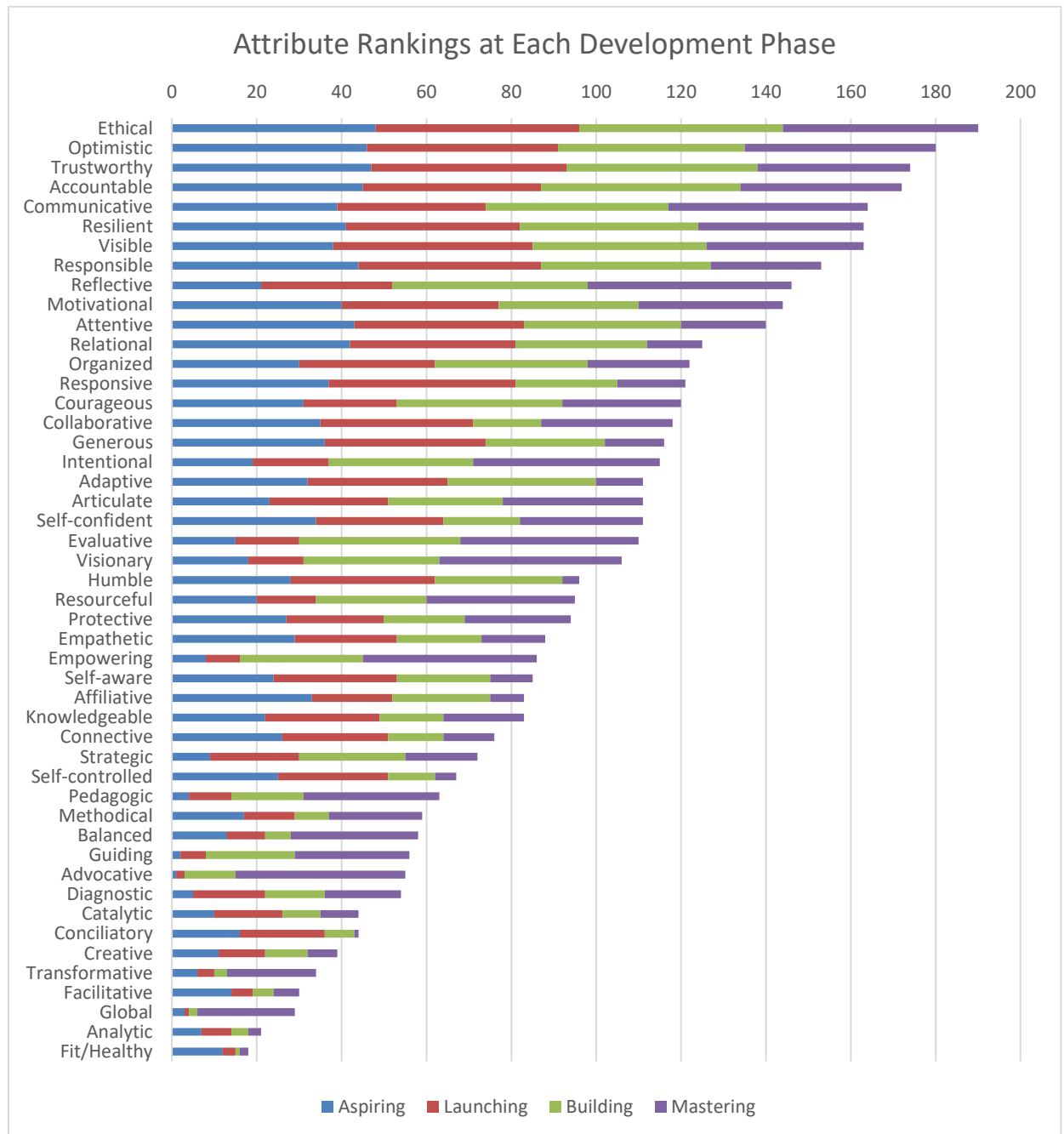
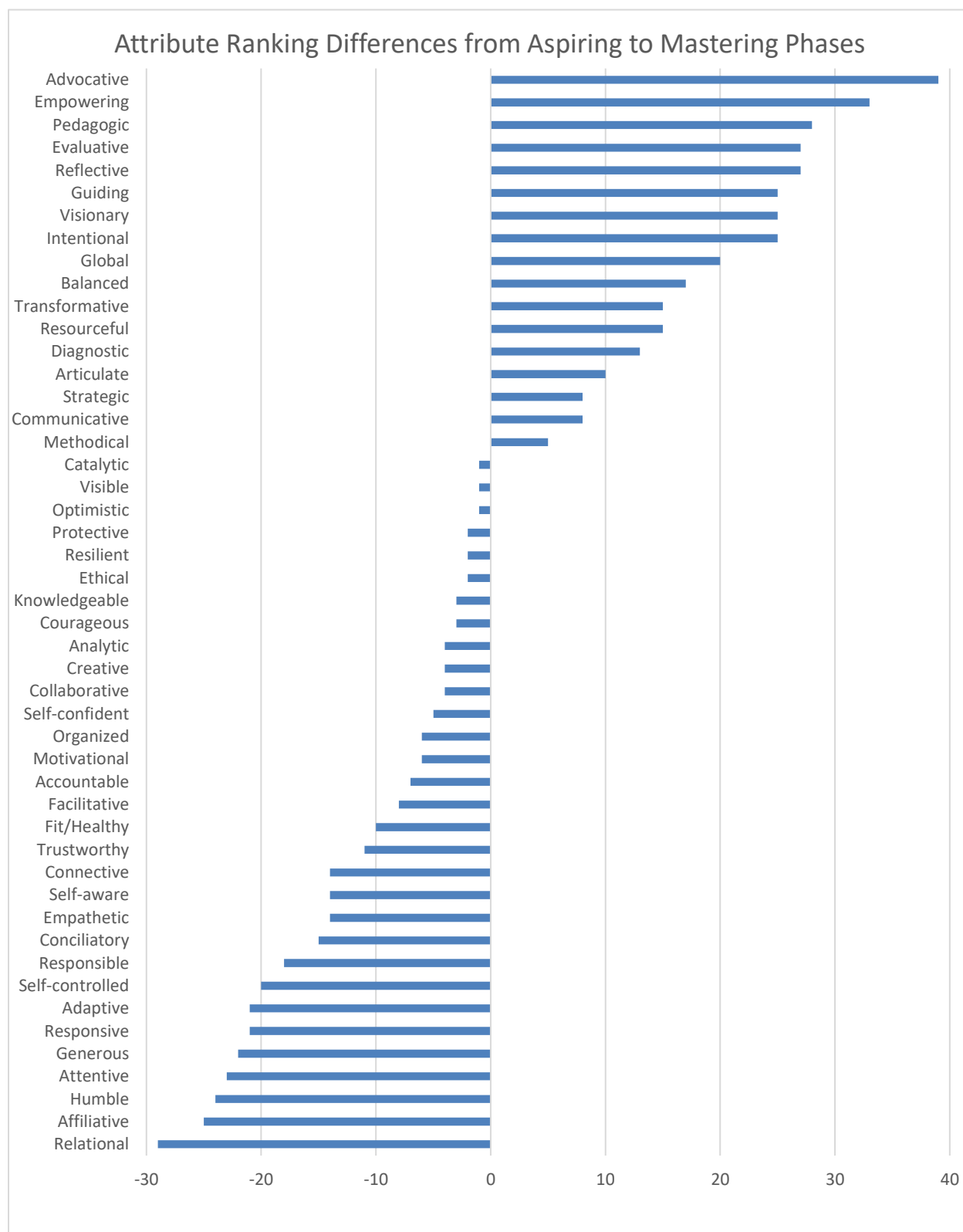


Figure 4. Attribute rankings at each development phase.

By using this method of ranking and sorting the data, it was immediately evident that participants viewed each attribute at varying levels of importance as their careers developed. Because this observation directly related to the study's research question regarding the extent to which the School Leader Paradigm attributes were important to reputable school leaders at different levels of experience, I calculated the ranking difference between the Aspiring and the Mastering Phases for each attribute. These ranking differences are displayed in Figure 5.

Attributes with positive differences (displayed in the upper portion of Figure 5) indicate increases in importance from the Aspiring to the Mastering Phases. For example, the attribute of Advocative received the lowest ranking of "1" at the Aspiring Phase and the ranking of "40" at the Mastering Phase (a difference of 39). This would indicate that participants viewed the attribute of Advocative as least important among all attributes during the Aspiring Phase and among the most important of the attributes during the Mastering Phase. Attributes with negative differences (displayed in the lower portion of Figure 5) indicate decreases in importance from the Aspiring to the Mastering Phases. For example, the attribute of Relational received a ranking of "42" at the Aspiring Phase and a ranking of "13" at the Mastering Phase (a difference of 29). This would indicate that participants viewed the attribute of Relational as among the most important of all attributes during the Aspiring Phase and among the least important of the attributes during the Mastering Phase. Attributes associated with a static difference (displayed in the middle portion of Figure 5) indicate little change in that attribute's importance from the Aspiring to the Mastering Phases. For example, the attribute of Catalytic, received a ranking of "10" at the Aspiring Phase and a ranking of "9" at the Mastering Phase (a difference of 1). This would indicate that participants viewed the attribute of Catalytic as of low importance during both the Aspiring and Mastering Phases.



*Figure 5.* Attribute ranking differences from Aspiring to Mastering phases.

By further analysis, I similarly ranked and sorted the data and then calculated the ranking difference for each attribute between each development phase (i.e. Aspiring to Launching, Launching to Building, and Building to Mastering). These ranking differences are displayed in Figure 6.

Again, attributes with positive differences (displayed in the upper portions of Figure 6) indicate increases in importance from one development phase to the next. For example, the attribute of Diagnostic received the ranking of “5” at the Aspiring Phase and the ranking of “17” at the Launching Phase (a difference of 12). This would indicate that participants viewed the attribute of Diagnostic as more important at the Launching Phase than at the Aspiring Phase. Similarly, the attribute of Strategic received the ranking of “9” at the Aspiring Phase and the ranking of “21” at the Launching Phase (also a difference of 12). Attributes with negative differences (displayed in the lower portions of Figure 6) indicate decreases in importance from one development phase to the next. For example, the attribute of Humble received a ranking of “30” at the Building Phase and a ranking of “4” at the Mastering Phase (a difference of 26). This would indicate that participants viewed the attribute of Humble as among the higher ranked attributes during the Building Phase and among the least important of the attributes during the Mastering Phase. Attributes associated with a static difference (displayed in the middle portions of Figure 6) indicate little change in those attribute’s importance from one development phase to the next. For example, the attribute of Ethical, received a ranking of “48” at the Aspiring, Launching and Building Phases and a ranking of “46” at the Mastering Phase (a difference of 0 between each of the first three phases and a difference of 2 between the Building and Mastering Phases). This would indicate that participants viewed the attribute of Ethical as of equal importance throughout all development phases.

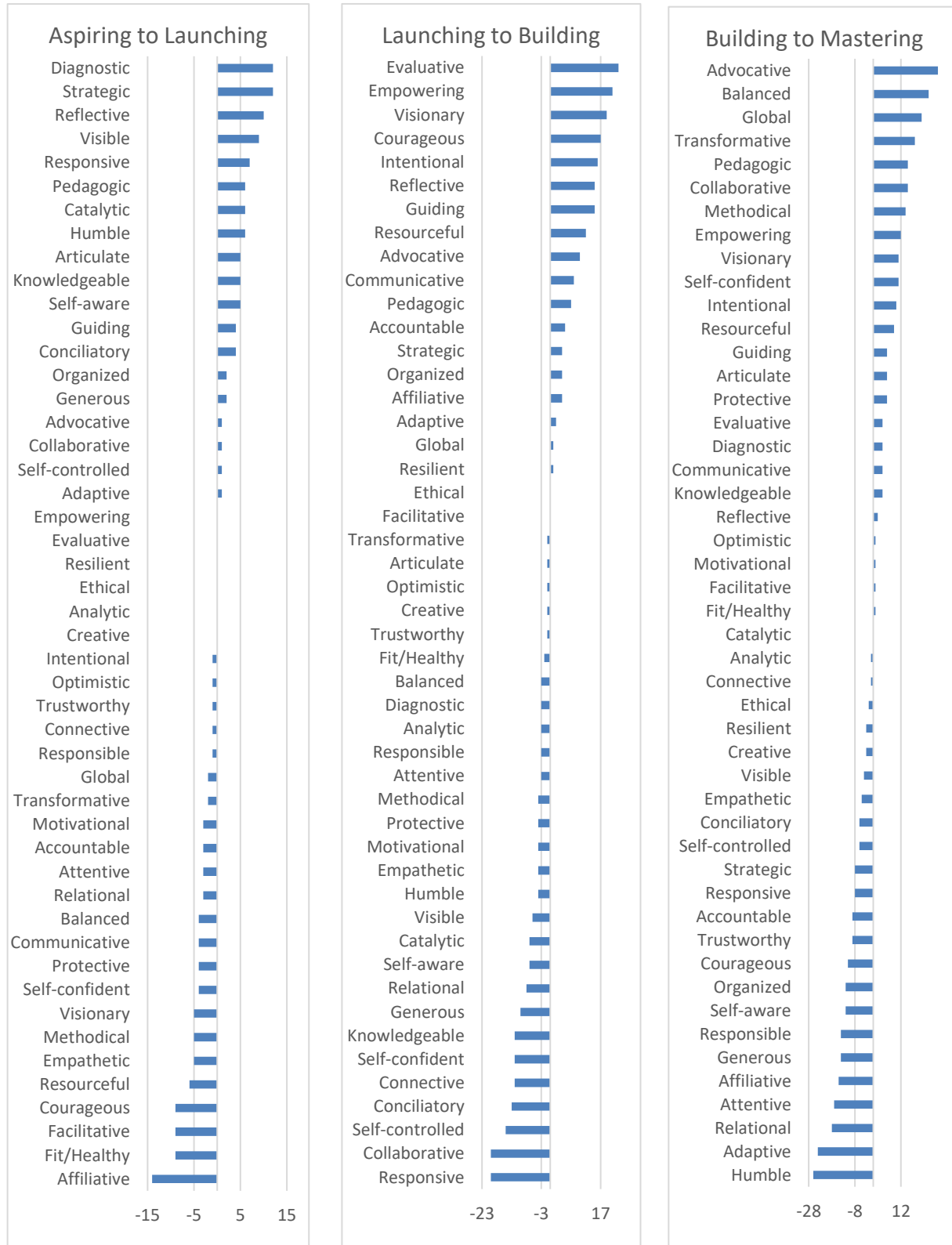
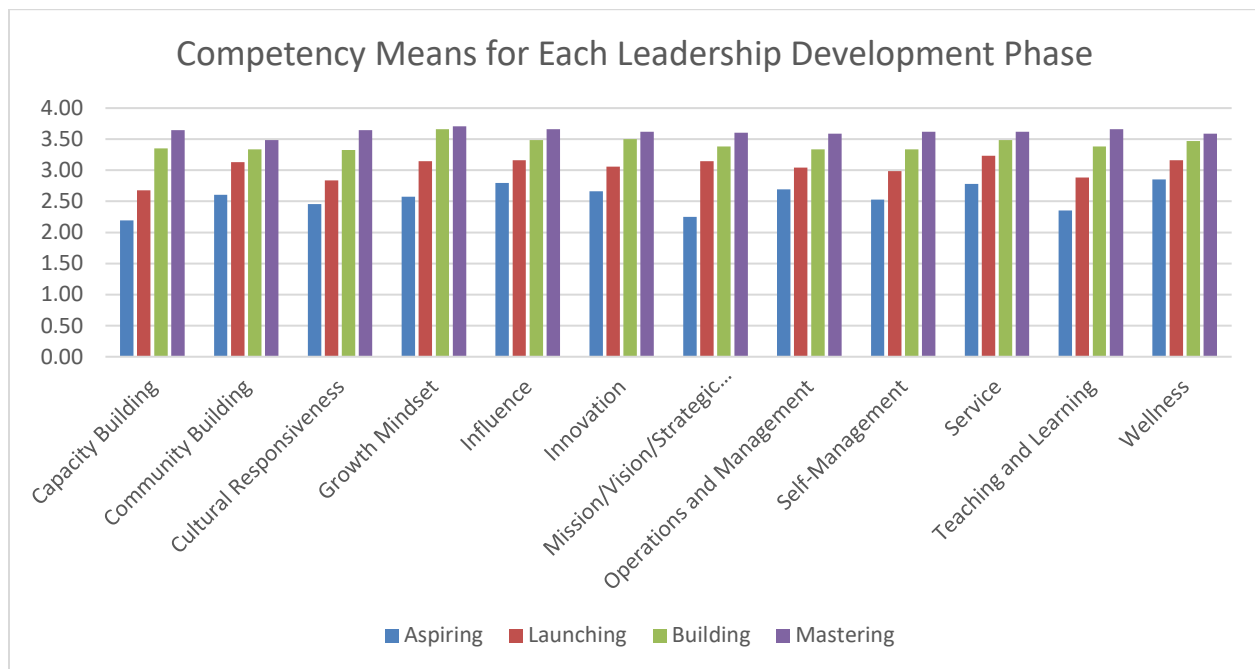


Figure 6. Attribute ranking differences between each of the development phases.

Although this study's primary focus was to discover the extent to which themes existed among the School Leader Paradigm's attributes identified as important at different levels of experience, I took into consideration that the attributes are directly associated with the Paradigm's 'competencies' and 'intelligences.' Each of the three School Leader Paradigm 'intelligences' has its own four key 'competencies,' and each 'competency' has its own four basic 'attributes.' Accordingly, by analyzing participants' responses pertaining to the 'attributes,' data can also be analyzed by each associated 'competency' and, ultimately, by their associated 'intelligences.' While an extensive analysis of such data may be better suited for another study, the following overview of my findings is an appropriate inclusion in this study, as it connects with the research basis for the School Leader Paradigm – that of multiple intelligences.

Utilizing the same ranking and sorting method as in analyzing data on attribute ratings, I also found patterns in the data related to competencies. I began by calculating the average of each competency's mean for each leadership development phase, and these are displayed in Figure 7. By looking for patterns in the data, I found that the competency of Wellness, for example, was rated by participants as the most important at the Aspiring Phase, yet it was rated by participants as among the least important at the Mastering Phase. The competencies of Service and Influence were consistently rated among the most important across the leadership development phases, while the competency of Capacity Building was rated among the least important across the leadership development phases. Similar to the data analysis results for the attribute ratings, this comparative data indicated that participants found each competency as increasingly important during successive leadership development phases. Ranking the

competencies by leadership development phases, however, provided additional insights into the importance of the competencies during each leadership development phase.



*Figure 7.* Competency means for each leadership development phase.

As with analyzing data on the attributes, I assigned a value that corresponded to the numerical rank for each of the 12 competencies within each of the four leadership development phases. For example, the competency of Wellness was rated by participants as the most important at the Aspiring Phase, so it was assigned a value of 12. Similarly, the competency of Capacity Building was rated as the least important at the Aspiring Phase, so it was assigned a value of 1. Having assigned a value for each competency within each leadership development phase, I calculated the total of each competency's value within each leadership development phase in order to arrive at a holistic value and then sorted competencies from most important to least important. The results of this data sorting method, which aided in the visual and comparative analysis of the data across the leadership development phases, are displayed in Table 17.



Table 17

*Most to Least Important Competency Rankings for each Leadership Development Phase*

Competency	Aspiring Phase Rank	Launching Phase Rank	Building Phase Rank	Mastering Phase Rank
Influence	11	10	9	10
Growth Mindset	6	8	12	12
Service	10	12	9	5
Wellness	12	10	8	2
Innovation	8	6	11	5
Operations and Management	9	5	3	2
Community Building	7	7	2	1
Self-Management	5	4	3	5
Mission/Vision/Strategic Planning	2	8	6	4
Teaching and Learning	3	3	6	10
Cultural Responsiveness	4	2	1	8
Capacity Building	1	1	5	8

Note: Ranking values that appear more than once under one leadership development phase have identical means.

Whereas the competencies of Service and Wellness were rated as among the most important competencies during the early phases of participant's careers, they were rated as lower in importance during the later phases of their careers. Conversely, the competency of Growth Mindset was rated as the most important competency during the last two leadership development phases, but it was rated as lower in importance during the first two leadership development phases. Corresponding with a discovery made as the result of extensive study and reflection (Vilardo, 2014), the competency of Influence was consistently rated among the most important competencies throughout all four career phases.

Utilizing the same ranking and sorting method to analyze data on attribute and competency ratings, I also found patterns in the data related to intelligences. Table 18 displays the calculations of the average of each intelligence's mean for each leadership development phase as well as the intelligence's rank from most important (3) to least important (1).

Table 18

*Intelligence Means and Rankings*

Intelligence	<u>Aspiring Phase</u>		<u>Launching Phase</u>		<u>Building Phase</u>		<u>Mastering Phase</u>	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Personal	2.65	3	3.09	3	3.49	3	3.63	3
Social	2.59	2	3.05	2	3.42	2	3.60	1
Systems	2.44	1	2.98	1	3.36	1	3.62	2

A comparison of the data on intelligences across the leadership development phases reveals that Personal Intelligence was rated as most important for each phase. Social Intelligence was rated as the second most important during the first three phases. Systems Intelligence was the lowest rated for each of the first three phases; however, it was rated second in importance during the Mastering Phase. When comparing the differences in means between the highest and lowest rated intelligences across leadership development phases, I found an increasingly narrowing gap in means as participant's careers developed. For example, the difference between the importance of Personal Intelligence and Systems Intelligence at the Aspiring Phase is .21, whereas the difference between the importance of Personal Intelligence and Social Intelligence at the Mastering Phase is .01. Such data appears to support the contemporary research on multiple intelligences from which the Collaborative developed the School Leader Paradigm.

## Open-ended Item Analysis

Part II of the survey included one open-ended item that asked participants to describe the extent to which the Paradigm could be used as a means to characterize their career development over time. While 17 of the 21 participants completed Part I (numerical portion) of the survey in full, 18 of the 21 participants completed Part II (open-ended portion) of the survey. To search for patterns and identify themes among the 18 written responses, I used In Vivo coding to interpret each participant's response. Contrasted with *deductive* coding, which begins with a list of key words or phrases (codes) to look for in participant's responses, In Vivo coding, as an *inductive* qualitative method, "uses words or short phrases from the participant's own language in the data record as codes" (Miles, Huberman, & Saldana, 2014, p. 74). I began by carefully reading each participant's response and looking for similar words, phrases, or concepts that could be categorized into common themes. As with Corrine Glesne's (2011) assertion, this method allowed me to "make comparisons and build theoretical explanations" (p. 194). The first general theme that emerged indicated that participants either wrote about the Paradigm or reflected on their own leadership development. Eleven participants wrote about the Paradigm, six wrote about their own leadership development, and one wrote about continual learning and growth with no reference to either the Paradigm or their own development. Among the 11 participants who wrote about the Paradigm, all descriptions indicated the Paradigm to be useful for developing leadership throughout one's career, writing words such as "guide," "guideline," "tool," and "resource." One written response, for example, indicated that the "Paradigm guides potential professional development to give the learning leader a learning focus." Another participant wrote, "I wish I had it as a resource earlier in my career. It encompasses the totality of the job." A different participant wrote, "The Paradigm is a comprehensive view of the

principalship and provides a framework for modeling growth and development of learners across the organization.” Among the 18 written responses, 8 participants included the word “reflect” or a derivative of “reflect” (i.e. “reflective,” “reflection”) in describing either the Paradigm or their own leadership development. For example, one participant wrote, “The Paradigm can be a great reflective tool to allow me the opportunity to identify the attributes I am strongest in [and] need more development with.” Another participant wrote, “This Paradigm will be a good source for me to prompt reflection and identification of areas that I need to re-focus and strengthen.” Aside from these two themes, one participant captured the essence of the complex, yet influential nature, of the school level leader by writing that the Paradigm “breaks down the complex nature of school leadership and allows one to be more objective when developing the skills necessary to continue to be an impactful leader.” Such data indicates that most participants found the Paradigm to be useful as a means to characterize their career development over time.

### **Summary**

Results of this study indicate high degrees of reliability of the School Leader Paradigm Survey, with coefficient scores at or above .77 for all scales. Data revealed that the most important attributes across the leader development phases were Ethical, Optimistic, and Trustworthy. The most important competency throughout the leader development phases was Influence. Personal Intelligence was rated as most important for each of the leadership development phases; however, while all three intelligences were closely rated in importance at each leadership development phase, they were nearly equal in importance at the Mastering Phase. Systems Intelligence was the lowest rated for each of the first three phases; however, it was rated second in importance during the Mastering Phase. All participants who wrote about the Paradigm described it as useful in developing leadership throughout one’s career.

Considering results from the attribute ranking and sorting methods, as well as the comparison of ranking differences across leadership development phases, particular attributes can be identified that characterize school leader career development over time. When paired with participant's responses about the usefulness of the Paradigm, these results may have implications for strengthening principal preparation and professional development programs and improving the professional field of educational leadership.

## CHAPTER V: FINDINGS AND IMPLICATIONS

The primary purpose of this study was to answer two key questions related to the School Leader Paradigm, which is a conceptual framework depicting a comprehensive view of school leaders that was developed by a consortium of state principals' associations. As for the first question, this study aimed to identify the extent to which themes could be revealed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as a school leader at different levels of experience. As for the second question, the study sought to identify the extent to which the School Leader Paradigm could be used as a means to characterize school leader career development over time. In answering the two research questions about the School Leader Paradigm, this chapter presents the findings of this study, the significance of the study's results, and recommendations for future research.

### **Findings**

During this study's infancy, the consortium of state principals' associations, identifying itself as The School Leader Collaborative, consisted of six associations. Having grown to include ten state principal associations, the Collaborative's work is increasingly influencing the design of professional development for school leaders. Utilizing the work of the Collaborative, this study aimed to compare the School Leader Paradigm's competencies and attributes (among the three 'intelligences') with the development of school principals' leadership during four phases of their careers. In essence, this study set out to identify any significant themes or patterns regarding which competencies and attributes school leaders most need to intentionally develop at each phase of their careers which, in turn, could support the work of professional development providers, including the Collaborative, to best design pathways for school leader growth and improvement.

As for the first research question pertaining to the extent to which themes existed among School Leader Paradigm attributes that reputable school leaders could identify as important to their development as a school leader at different levels of experience, results revealed the following three primary findings: (1) that there are some attributes that remain important *throughout* a school leader's career, (2) that there are some attributes that are important to school leaders at *particular phases* during their careers, and (3) that school level leaders at the Mastering Phase of their careers identified an increased importance in Systems Intelligence. Although this study's data identified the attributes, competencies, and intelligences that school leaders at each phase of their development viewed as least important to most important, to best align with this study's first research question, this chapter addresses the attributes, competencies, and intelligences that participants viewed as most important. A complete descriptive analysis of this study's data is included in Chapter Four.

### **Important Attributes Throughout a School Leader's Career**

According to this study's findings, attributes that remain important *throughout* a school leader's career include Ethical, Optimistic, and Trustworthy. Interestingly, both Ethical and Optimistic are categorized in the School Leader Paradigm within the Personal Intelligence and the competency of Wellness. Trustworthy falls under the Paradigm's Social Intelligence and the competency of Service. A reading of the Paradigm's descriptions for these attributes reveals insights that support the contemporary research on school leadership. According to the Paradigm, for example, the Ethical school leader "embraces what has been defined as right behavior and influences people through actions, principles, values and beliefs." While this describes the school leader's thinking *and* behavior, it is the *thinking*, or intelligence, that precedes the *behavior*. Likewise, the Paradigm's Optimistic leader is one who "remains

steadfast personally and professionally in the face of adversity; believes adversity can be overcome; looks on the positive side of situations.” Again, the focus is on the leader’s internal *mindset*, or intelligence, rather than a *skillset*. Recalling that the study of leadership has evolved from the early 1900s’ focus on *traits* and *behaviors* to contemporary research focused on *thinking* and *intelligences*, results of this study supports the notion that, while the development of various *skillsets* are important throughout a school leader’s career, it is the school leader’s internal *mindset*, which has influence over their own and others’ behaviors, that is of continual importance throughout the school leader’s career.

To further find meaning in the study’s results, I found the competency of Influence to be ranked as most important throughout all school leader development phases. Interestingly, the Paradigm’s description that a school leader with Influence is one who “can cause changes without directly forcing them to happen” is implicative of the research on transformational leaders during the 1990s. It is the transformational leader, according to Bass and Steidlmeier (1999), who provides “idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration” (p. 181).

Considered collectively, this first finding, that there are some attributes that remain important throughout a school leader’s career, supports the contemporary research that the effective school leader’s *thinking*, or intelligence, leads to outward *behaviors* that *constructs*, how others in a school think and behave (Lambert, Walker, Zimmerman, Cooper, Lambert, Gardner, & Szabo, 2002).

### **Important Attributes at Particular Phases During a School Leader’s Career**

This study’s second primary finding reveals, that, aside from the attributes that remain important *throughout* a school leader’s career, there are some attributes that are important to



school leaders at *particular phases* during their careers. These are attributes that, according to the study's findings, school leaders identified as important when calculating ranking differences *between* career phases. In other words, these are attributes upon which the school leader should focus during each career phase in order to grow as a learning leader. For example, the reputable school leaders in the study identified being Diagnostic and Strategic, involving technical thinking, as more important between the Aspiring and Launching Phases than all other attributes; however, the attributes of Diagnostic and Strategic were identified in the study as being far less important than other attributes between the Building and Mastering Phases. Between the Building and Mastering Phases, however, school leaders identified being Advocative and Balanced, involving systemic thinking, as most important, whereas Advocative and Balanced were identified in the study as being far less important between the Aspiring and Launching Phases.

Interestingly, the School Leader Paradigm's descriptions for both Diagnostic and Strategic focus on the "mechanisms" of management tasks such as developing plans and evaluating programs. Such linear thinking of school leaders during the Aspiring and Launching Phases might be characterized as having an emphasis on the efficiency of schools, reminiscent of the scientific management approaches to schooling (Bobbitt, 1913). The finding that school level leaders indicated that Personal Intelligence and Social Intelligence were more important than Systems Intelligence at the Aspiring and Launching Phases validates the School Leader Collaborative's claim that, while technical knowledge is important, school leaders at the Aspiring Phase "give particular attention to the personal and social intelligences" (2016, p. 6), and school leaders at the Launching Phase focus on "developing relationships, building culture, setting expectations, and creating conditions for teaching and learning" (2016, p. 6).

Conversely, the Paradigm's descriptions for both Advocative and Balanced focus on transformational leadership efforts such as human interest and need, multiple perspectives, and personal and social impacts. When considering that Aspiring leaders typically hold lower, entry level school leader positions, such as deans and assistant principals, and Mastering leaders typically hold upper level school leader positions, such as associate principals and principals, such findings appear to support the critical observation of the transformational leadership model that upper level managers are likely to exhibit a transformational leadership style, whereas lower level managers are likely to exhibit a transactional leadership style (Tichy and Ulrich, 1984; Avolio and Bass, 1988; Lowe, Kroeck, & Sivasubramaniam, 1996).

### **The Increased Importance of Systems Intelligence at the Mastering Phase**

A review of the comparative data on intelligences across the leadership development phases reveals a third key finding: that school level leaders at the Mastering Phase of their careers rated the three intelligences as nearly equal in importance, and they identified an increased importance in Systems Intelligence. Survey results clearly demonstrate an increasingly narrowing gap between the differences in means among the three intelligences as participant's careers developed, culminating in nearly identical means among the three intelligences at the Mastering Phase. Also, rated as the lowest in importance among the first three leadership development phases, Systems Intelligence was rated as second in importance at the Mastering Phase. This finding supports the conclusion that, having mastered the Paradigm's linear thinking competencies during the first few years of one's career, school leaders at the Mastering Phase are better equipped to understand and handle the complex, systemic nature of their positions. This conclusion validates the Collaborative's (2018) "convergence" description of the leadership development process, in which

a principal new to his or her position invests the first few years establishing trust and building relationships in order to begin shaping the climate, then culture. Once high levels of trust and strong relationships have been built, the principal can then begin dismantling ineffective and/or harmful systems while concurrently creating improved systems that support a new culture. Over time, as the culture grows, and systems support that culture, then the principal tactfully and concurrently pushes on student and adult learning. We refer to this process as leading the convergence of culture, systems and learning. The art of leadership is balancing becoming a leader while guiding this convergence. A more veteran and experienced principal has the ability to accelerate the convergence of these domains concurrently, while a newer principal needs more time and tends to work from culture to systems to learning (School Leader Collaborative: School Leader Paradigm, 2018, p. 7).

Finally, this conclusion further validates the School Leader Collaborative's (2016) view that, as complex organizations, schools require a broad range of leadership skills – multiple intelligences that “are interconnected, do not act in isolation, and take into account the personal, social, and systems aspects of school leadership” (p. 3) – harkening Fullan's (2002) assertions that “only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement” (p. 16).

As for the second research question, the findings of this study support a confidence that the School Leader Paradigm can be used as a means to characterize school leader career development over time. Two primary findings support this conclusion. First, all participants in the study who wrote about the Paradigm indicated that it would be useful for developing leadership throughout one's career. Second, the Cronbach's alpha coefficient average of .84 indicates a high degree of reliability for the School Leader Paradigm Survey, which was designed directly from the School Leader Paradigm. Taken collectively, these findings may have significance in the field of school leader development and, in particular, direct significance to members of the School Leader Collaborative in strengthening their professional development programming.

## **Implications for Practice**

This study's findings may be significant to those interested in the development of school leaders; namely, the School Leader Collaborative, principal preparation programs, superintendents of schools, and school leaders themselves. The School Leader Collaborative, designers of the School Leader Paradigm, may discover value in this study's findings for multiple reasons. First, the findings validate the Collaborative's work in creating a model that supports the leadership development of school level leaders. Second, the Collaborative may be able to use this study's data and findings with increased confidence in further creating practically applicable professional development resources that provide school level leaders a pathway for continuous growth and improvement. Already underway, for example, the Illinois Principals Association is developing year-long programs that utilize the School Leader Paradigm and are targeted at each of the four phases of school leader development. Likewise, the Association of Washington School Principals is designing its principal professional learning program around a "Leadership Continuum," which incorporates the Paradigm's intelligences and competencies and is offered through sessions that are arranged around the Paradigm's phases of development. Such principals' associations could further adjust its programming to reflect the findings of this study, for example, by stressing the importance of establishing trusting relationships during the Aspiring and Launching Phases before attempting to transform a school's operations by challenging the status quo.

Based upon the high degree of reliability of the School Leader Paradigm Survey that was designed for this study, software could be developed that adapts the School Leader Paradigm Survey to assess school leader's needs and generate suggested resources (i.e. books, professional development sessions, activities) for the school leader to continually develop. For example, the

ECRA Group has designed a free online assessment that is based upon the School Leader Paradigm which, once completed, generates charts that depict areas of strength and potential development among the competencies for each intelligence. Instead of generating suggested resources based on one's assessment results, however, the ECRA Group only refers to the principals' associations that are members of the School Leader Collaborative. Members of the School Leader Collaborative could incorporate such an assessment as part of their professional development programming to individualize professional learning at each development phase.

The study's findings may also be useful to institutions of higher education, as those responsible for continually reviewing and revising principal preparation program curricula likely find it desirable to align their programs with current research on school leader development. Superintendents and other educational leaders, who are primarily responsible for recommending, mentoring, and evaluating principals in their school systems, may also find this study's findings useful as a resource for supporting the coaching, mentoring, and development of school level leaders. Finally, school leaders themselves may be able to utilize this study's findings as they reflect on their own development, identify areas for potential growth, and pursue Paradigm-aligned professional development from the Illinois Principals Association and other members of the School Leader Collaborative.

### **Implications for Further Research**

As a dissertation that studied the usefulness of a collaboratively designed, research-based paradigm to characterize the development of school principals' leadership at each of four phases of their careers, this study can contribute to the body of research on school leadership. Considering this study's relatively small sample size, one recommendation would be for future researchers to use the School Leader Paradigm Survey on a broader sample size. Because of its

high internal reliability, it is suggested that the School Leader Paradigm Survey that was designed for this study be likewise administered to principals among the Collaborative's other states as well as successful veteran school superintendents who are in the unique position to have served, and may be similarly suited to reflect upon their service, as school level leaders.

Institutions of higher education could also incorporate the School Leader Paradigm Survey into educational leadership preparation programs for further study. Instructors could administer the survey to education specialist's and doctoral students, for example, as a way to both teach about principal development and to broaden the data pool related to the Paradigm, which could also be used as research to strengthen the practice of preparing principals in universities.

Considering that this study focused only on the "becoming" portion of the School Leader Paradigm's "infinity loop," future research could be conducted to study the influence and impact that a school leader has on the "doing" portion of the Paradigm's "infinity loop" – that of improving their organization's culture, learning, and systems. For example, such a study could compare data on school level leaders' strongest attributes and competencies with data on their schools' culture, systems, and learning domains and dimensions. Such a study could also include an analysis of the attributes, competencies, and intelligences viewed as least important to a school level leader's development at particular phases of their development.

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## APPENDIX A: SCHOOL LEADER PARADIGM SURVEY

### Part I

Most of the items in this survey ask you to reflect upon different phases of your career as a school leader and rate the extent to which you think each of the attributes contained within the School Leader Paradigm's 'intelligences' was important for your development as a school leader. Please indicate your level of familiarity with and understanding of the attributes contained within the School Leader Paradigm's 'intelligences' in order for you to rate the extent to which you think each of the attributes was important for your development as a school leader.

\_\_\_\_\_ I believe that I have sufficient familiarity with and understanding of the attributes contained within the School Leader Paradigm's 'intelligences' in order to rate the extent of their importance in my development as a school leader.

\_\_\_\_\_ I believe that I have insufficient familiarity with and understanding of the attributes contained within the School Leader Paradigm's 'intelligences' in order to rate the extent of their importance in my development as a school leader.

Please review the enclosed School Leader Paradigm. Reflect upon each phase of your career (Aspiring, Launching, Building and Mastering) and rate the extent to which you think each of the following attributes under the four competencies under each area of intelligence was important for your development as a leader.

## Personal Intelligence

Four competencies and four attributes have been developed under this area of intelligence. For each attribute, rate the extent to which it was important to each stage of your leadership development by using the following indicators:

1= Not Important      2=Somewhat Important      3=Important      4=Very Important

For the ‘Wellness’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.																			
Attribute	Aspiring (pre-service)				Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)				Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)				Mastering (6 <sup>th</sup> yr. & beyond)						
Ethical	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
Fit/Healthy	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
Optimistic	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
Self-aware	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

For the ‘Growth Mindset’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.																				
Attribute					Aspiring (pre-service)				Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)				Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)				Mastering (6 <sup>th</sup> yr. & beyond)			
Humble					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Reflective					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Intentional					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Accountable					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

For the ‘Self-Management’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.

Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Organized	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Balanced	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Self-controlled	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Self-confident	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the ‘Innovation’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.

Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Creative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Adaptive	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Resilient	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Courageous	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

## Social Intelligence

Four competencies and four attributes have been developed under this area of intelligence. For each attribute, rate the extent to which it was important to each stage of your leadership development by using the following indicators:

1= Not Important      2=Somewhat Important      3=Important      4=Very Important

For the 'Service' competency, rate each of the following attributes in terms of its importance to your development as a school leader.				
Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Empathetic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Trustworthy	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Generous	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Protective	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the 'Community Building' competency, rate each of the following attributes in terms of its importance to your development as a school leader.				
Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Relational	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Collaborative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Connective	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Conciliatory	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the ‘Capacity Building’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.

Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Empowering	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Guiding	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Resourceful	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Facilitative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the ‘Influence’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.

Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Attentive	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Communicative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Motivational	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Catalytic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4



## Systems Intelligence

Four competencies and four attributes have been developed under this area of intelligence. For each attribute, rate the extent to which it was important to each stage of your leadership development by using the following indicators:

1= Not Important      2=Somewhat Important      3=Important      4=Very Important

For the 'Mission/Vision/Strategic Planning' competency, rate each of the following attributes in terms of its importance to your development as a school leader.				
Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Analytic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Strategic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Articulate	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Visionary	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the 'Operations and Management' competency, rate each of the following attributes in terms of its importance to your development as a school leader.				
Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Responsible	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Transformative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Responsive	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Methodical	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the ‘Teaching and Learning’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.

Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Diagnostic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Knowledgeable	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Pedagogic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Evaluative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

For the ‘Cultural Responsiveness’ competency, rate each of the following attributes in terms of its importance to your development as a school leader.

Attribute	Aspiring (pre-service)	Launching (1 <sup>st</sup> & 2 <sup>nd</sup> yr.)	Building (3 <sup>rd</sup> – 5 <sup>th</sup> yrs.)	Mastering (6 <sup>th</sup> yr. & beyond)
Visible	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Affiliative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Advocative	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Global	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

## Part II

1. Please review the School Leader Paradigm in its entirety, reflect upon your career as a school leader, and describe the extent to which the Paradigm can be used as a means to characterize your career development over time.
2. Please select the statement that best describes you.
  - I consider myself a male or identify with the male gender.
  - I consider myself female or identify with the female gender.
3. I primarily serve in
  - an elementary school.
  - a middle or intermediate school.
  - a secondary or high school.
  - a school or schools that serve(s) grade levels ranging from elementary to secondary school students.
4. Which among the following is your most recently attained higher education degree?
  - Bachelors' degree
  - Master's degree
  - Specialist's degree
  - Doctoral degree

## APPENDIX B: PERMISSION TO USE COLLABORATIVE'S WORK

June 7, 2017

School Leadership Collaborative  
c/o Mr. Jason Leahy, Executive Director  
Illinois Principals Association  
2940 Baker Drive  
Springfield, IL 62703

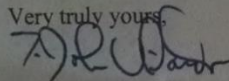
Dear Mr. Leahy:

I am a doctoral candidate at Illinois State University. I am in the process of preparing a dissertation for publication and seek permission to utilize and include the publications of the School Leadership Collaborative in my publication. In particular, I am seeking to use and reproduce the following documents: (1) *The School Leader Continuum*, (2) *School Leader Paradigm*, (3) other documents related to the work of the School Leadership Collaborative in helping the professional growth of school leaders.

The work of the School Leadership Collaborative will be used to study the extent to which the competencies and attributes described by the *School Leader Paradigm* differ significantly based upon the leader development phase identified by the *School Leader Paradigm*. In particular, I intend to use the content, including images, of the School Leadership publications to survey principals and report results as the primary focus of my dissertation.

Please indicate your approval of this request by signing this letter where indicated below and returning it to me at your earliest convenience using the enclosed self-addressed, stamped envelope. Your signing of this letter will also confirm that you, as a representative of the School Leadership Collaborative, have authority of the copyright to the above-described material.

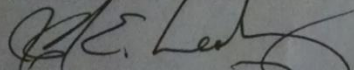
Very truly yours,



Todd J. Vilardo  
Assistant Superintendent  
2737 Kimwood Drive  
Charleston, IL 61920  
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